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CHURCH-RELATED COLLEGE ENVIRONMENTAL RELATIONS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

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ABSTRACT

The major purpose of the study was to investigate the environmental relations activities in three church-related colleges having varying degrees of formalized linkages with external organizations, and to investigate the effectiveness and awareness of environmental relations activities perceived by selected publics of the colleges. Premised on a review of related literature and research, an open-systems information flow conceptual framework was developed.

The specific colleges examined were: Briercrest Bible Institute, Caronport, Saskatchewan, an independent church-related college; Western Pentecostal Bible College, Clayburn, British Columbia, a denominational church-related college; and Concordia College, Edmonton, Alberta, an affiliated church-related college. Six publics at each college including administrators, faculty, trustees, alumni, parents, and prospective students were surveyed regarding their awareness of environmental relations activities at the colleges, and their perceptions concerning the effectiveness of those activities.

An interview guide was used to collect data from the colleges' presidents and two key administrators involved in environmental relations. These data provided the basis for a descriptive analysis of the colleges' formalized linkages and environmental relations profiles including administrative initiative, intensity, and the scope of environmental relations activities at the colleges. An environmental relations effectiveness and awareness questionnaire was distributed to the colleges' administrators, faculty, trustees, and a random sample of

alumni, parents, and prospective students. Statistical comparisons of the responses of selected publics within and among the colleges were made by means of the F-test and Chi Square test.

The findings indicated that the formalized linkage and environmental relations profile dimensions were appropriate means for describing the colleges' external relations policies and procedures. The effectiveness and awareness of environmental relations perceived by selected publics provided comparative insights regarding the effectiveness of environmental relations at church-related colleges.

Specifically, the study revealed that:

1) Student enrollments in the church-related colleges examined increased steadily during the years 1970 to 1978, and there was an indication that formalized linkages and/or environmental relations activities were contributing factors.

2) Church-related colleges with limited formalized linkages had greater administrative initiative, intensity, and scope of environmental relations than church-related colleges with extensive formalized linkages.

3) Independent, denominational, and affiliated church-related colleges initiate similar types of environmental relations activities including paper information flow, mass media information flow, off-campus activities involving staff and students, and campus visitations, though the independent church-related college was inclined to utilize these types of activities more frequently than the denominational or affiliated colleges.

4) Church-related colleges allocated between ten and thirteen percent of their operating budgets for environmental relations activities.

5) The publics of the denominational college viewed the effectiveness of environmental relations activities at their college similarly, whereas parents of the independent and affiliated colleges perceived the effectiveness of external relations as significantly greater than did faculty and administrators.

6) Publics of church-related colleges viewed college promotion by means of mass media as less effective than paper information flow, off-campus activities involving staff and students, or campus visitations.

7) There was general agreement among publics of church-related colleges that campus activities were more effectively communicated through campus visitations than were program offerings or financial matters of the colleges.

8) A continuum of awareness existed among the publics of church-related colleges with the following pattern from most aware to least aware: administrators, faculty, trustees, alumni, parents, prospective students.

9) Faculty, alumni, parents, and prospective students of the independent church-related college were significantly more aware of their college's operation than were similar publics of the affiliated college.

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CHAPTER 1

INTRODUCTION

In varying degrees, all organizations are dependent upon their environments for essential resources required in their maintenance and expansion. Often there are external but related groups whose support or contribution is essential to the continued functioning of the organization. Andrews (1978) found that postsecondary institutions, facing scarce physical and human resources, developed formalized relationships with specific groups in the environment. The exploration of an organization's relations with environmental groups may, therefore, provide an important insight into the nature of the survival and growth of an organization.

In a review of organization-environment literature and research, Starbuck (1976:1069) indicated that there was increasing interest in the interplay between organizations and their external environments, and suggested that:

> Studies allowing for mutual interpenetrations between organizations and environments could generate . . . measures of effectiveness, and most importantly, could revolutionize the concept of what an organization is.

There is evidence that organizational environments are largely defined by organizations themselves and then are subjectively perceived. "The processes of both selection and perception," Starbuck (1976:1079) maintained, "are unreflective, disorderly, incremental, and strongly influenced by social norms and customs."

Administrators in postsecondary organizations tend to perceive a segment of society, composed of various publics (Schoenfeld 1954:6), as

their institution's task environment,[1] and often focus on these groups when establishing policies related to program offerings, financial matters, and campus activities.

Postsecondary institutions may also be more susceptible than other organizations to environmental influences from publics in the task environment. Though colleges and universities are not entirely captured by external forces, they are increasingly vulnerable to external pressures. This vulnerability, Baldridge et al. (1978:25) suggested, "is a major difference between academic organizations and traditional industrial bureaucracies that are relatively free from environmental constraints."

In the private church-related college, as in most organizations, organization-environment interfacing activities are developed and monitored by administrators. Organization-environment interaction may range from answering a prospective student's query about housing arrangements to a concerted effort toward securing and/or maintaining formalized linkages[2] between the college and religious, educational, and governmental organizations.

There is a compelling logic which suggests that the less assured a college is of adequate human and physical resources through formalized linkages with external organizations (e.g. provincial governments), the greater the informal environmental relations effort exerted by college administrators. It also seems probable that any college's environmental

---

[1] The task environment includes those factors in the environment which make a difference to the organization's survival and growth (Dill, 1957:411).

[2] Formalized linkage is an officially recognized, explicit agreement between two organizations (Marrett, 1971:91).

relations efforts will be directed toward the publics or organizations that are most likely to reward those efforts with an increased supply of human and physical resources. Increased formalization of linkages with external organizations tends to legitimize this process and provide recognized channels for environmental relations activities.

Consequently, there may be a tendency for college administrators to devise policies that will result in formalized linkages with specified external organizations rather than in a general information flow to the general public. With limited resources, it is unlikely that a church-related college will be able to concentrate its environmental relations activities toward linkage formalization and, simultaneously, maintain high public awareness. Therefore, when a college's environmental relations efforts are being expended largely on linkage development and maintenance, groups, including trustees, alumni, parents of former and current students, and prospective students may be increasingly less aware of program offerings, financial matters, and campus activities. As linkage formalization with external organizations increases, the awareness of external publics related to the college may decrease. The very groups which, if well informed, could add an increased measure of resource support, particularly in the area of enrollment at a college, may be overlooked as formalized linkages with a denomination, provincial government, or university increases. Consequently, trustees, alumni, parents, and prospective students of colleges having minimal formalized linkages with their environments, probably have a greater awareness of their college's program offerings, financial matters, and campus activities than similar publics related to colleges having several formalized linkages to organizations in their environments.

Accordingly, the suggestion can be made that some church-related colleges may be more effective than others in their environmental relations efforts to external publics. This study examined church-related college-environmental interaction in terms of organizational-environmental concepts.

BACKGROUND TO THE STUDY

The private church-related college is not a recent phenomenon in North American higher education.

A Historical Overview

Church-related colleges played an important role in early American higher education and many of these colleges exist today. A more comprehensive literature than is available for Canadian church-related colleges has developed in conjunction with the private sector in the United States. An overview of that literature can provide a useful background for understanding church-related colleges in Canada.

An American perspective. Pattillo and MacKenzie (1966:2) pointed out that Harvard (1636), College of William and Mary (1693), and, later in the eighteenth and early nineteenth centuries, Yale, Princeton, Washington and Lee, Columbia, Brown, Rutgers, and Dartmouth were colleges established by various church organizations. Much of the diversity in higher education today can be traced, Pattillo and MacKenzie (1966:1) suggested, to these early church-related colleges having the following characteristics in common: a core liberal education, a religious dimension, private governance, and support that was essentially private.

Though education for the ministry was frequently in the minds of the founders of these early colleges, the curriculum was often broader

in scope than warranted by ministerial studies, developing along an ancient liberal education core intended for leaders in other fields as well (Pattillo and MacKenzie, 1966:2).

Bean (1958:60) contended that late eighteenth and early nineteenth century state universities differed very little from the church-related colleges, offering the classics and providing for the training of ministers and gentlemen in an aristocratic society.

Perhaps as many as two thousand new institutions were established between the Civil War and World War I. After World War I and the development of regional accrediting associations, an increased awareness of educational standards occurred and expansion moderated. However, Pattillo and MacKenzie (1966:16) suggested:

> Many new colleges have been established since that time, especially by religious orders and congregations of the Roman Catholic Church. Some of the newer religious groups, such as the Churches of Christ, the Assemblies of God, the Church of the Nazarene, the Church of God, and various Baptist and Pentecostal sects have entered the field of higher education. About 250 Bible colleges and institutes have begun operation in the United States and Canada, half of them since World War II . . . . Some of them are competing for students and funds with liberal arts colleges, and a few evolving into liberal arts colleges themselves.

Although church-related colleges have increased enrollments in recent years, their percentage of the total enrollment in higher education is decreasing. In the late 1940s, public institutions began to enroll larger numbers of students than private institutions and that trend has accelerated. Pattillo and MacKenzie (1966:16) reported that in the Fall of 1965 there were 5,967,411 students in 2,238 institutions; 3,999,940 in public, and 1,967,471 in private institutions. Many of these private institutions were formerly church-related. The enrollment in 788 church-related institutions in that same year (1965) was 1,032,312 or approximately 17 percent of the total postsecondary enrollment.

With expanding enrollments and appropriations for the public sector during the sixties and early seventies, and with a trend away from liberal arts toward technical scholarship in these institutions, public higher education became increasingly secularized. Because of this, Pace (1972:14) cautioned:

> Within the past 20 years higher education has become so dominantly secular that many of us tend to forget about, and perhaps some of us are unaware of, the strength of . . . Protestant antecedents. From the mid-seventeenth century to the mid-twentieth century, higher education was mainly private and mainly Protestant. The 1950 census showed for the first time that the number of students enrolled in public institutions reached equality with the number enrolled in private ones. In the 20 years following 1950, as enrollments grew from 3 million to 8 million, the growth was primarily in the public sector--reflected in the increased size of state universities and the rapid expansion of public junior colleges--so that now the public sector outnumbers the private by a factor of nearly 3 to 1. Moreover, since the private sector includes Catholic colleges and nonsectarian colleges as well as Protestant colleges, the proportionate share of total student enrollment that can be claimed by Protestant colleges today is approximately one-tenth.

Church-related colleges are also relatively small in size. In a sample of 88 colleges drawn from a population of 600 church-related colleges, fourteen had over two thousand in enrollment, 41 enrolled 1000-1999 students and 33 were under 1000 in enrollment (Pace, 1972:7). As enrollments for all postsecondary institutions have stabilized in the seventies, and in some cases declined, the church-related college, already claiming a small portion of the available student population, may have reason to be increasingly creative in program offerings, student recruitment, and image building to hold its position in a declining market.

In a study of 233 private colleges and universities, including many church-related colleges, the Carnegie Commission (1977:100) summarized the current situation for private colleges:

The relatively slow growth of enrollment in private as compared

> with public institutions, is a familiar fact. The loss in the share of enrollment in private higher education has occurred throughout the period since 1950 and can generally be attributed to the vigorous development of low-cost public higher education . . . . During the 1950s and much of the 1960s, however, the loss of the share of total enrollment in private higher education did not give rise to much concern, because both public and private sectors were growing substantially . . . . In the 1970s, enrollment growth slowed down in both . . . sectors . . . . Since both sectors expect a [continuing] decline of [the] college-age population in the 1980s, there are widespread fears that many private institutions will not survive in the atmosphere of intensified competition for students that will likely prevail.

The Carnegie Commission (1977:5) found that during the academic year of 1976-77 there was a rise in private institution enrollments; nevertheless, there was still continuing reason for substantial concern overall regarding the maintenance of acceptable enrollments in the private sector. In view of the Carnegie Commission's (1977:19) finding that 70 percent of unrestricted educational and general revenue came from tuition and fees, student enrollments seem to be a major factor in the financial well-being of private colleges. Consequently, maintaining or increasing enrollments is to some extent a priority item for college administrators.

A Canadian perspective. Church organizations were also active in establishing institutions of higher education in the early developmental period of Canadian higher education. Though the literature elucidating these developments is limited, a history of Protestant church-related colleges in Canada was completed by Masters in 1966. There was also a history of Catholic postsecondary education in English-speaking Canada contributed by Shook in 1971. Shook (1971) provided a historical development of Catholic higher education in English-speaking Canada by means of an overview of 32 Catholic postsecondary institutions in Eastern, Central, and Western Canada. Though the Catholic contribution to

Canadian higher education is a substantial one, the present review is limited to tracing the origins and development of Protestant postsecondary education in Canada.

Masters (1966:88) reported that by the year of Confederation, Protestants in Canada had established twelve church colleges, including Acadia, Albert, Bishop's, the three Kings Colleges, McGill, Mount Allison, Queens, Trinity, St. Johns, and Victoria. Four theological seminaries and several small Presbyterian colleges were also operative by the time of Confederation.

Although twelve church colleges were established before 1867, Masters (1966:88) suggested that three of the twelve had already ceased to be church colleges. The process of secularization had already begun. Other church-related colleges seemed to develop a similar secularizing direction. For example, the Anglican's Kings College became the University of Toronto through the Act of 1849, disallowing any religious tests or religious qualifications for students or faculty resulting in the complete secularization of that institution. As a result of "losing" King's College, the Anglicans founded Trinity.

An early provost at Trinity summarized the deliberation at that institution over the secularizing trend in education. Macklem (cited by Masters 1966:54) described the founders of Trinity as being convinced:

> . . . from the highest considerations and also from the experience of practical life, that the separation of religious and moral training from university education was a wrong step; and that if the State was compelled of necessity to sever them, then they, as individuals, must exert themselves by private effort to reunite them. They were of opinion [sic] that a university should, before all things, as General Simcoe said, "impart religious and moral learning," that all secular instruction of youth should have its basis on such learning; and, as Dr. Arnold of Rugby wrote, be made "subordinate to a clearly defined Christian end."

Later, in the Act of 1901, Trinity affiliated with the University of

Toronto with safeguards for Trinity's right to teach religious knowledge to all its students. Affiliation with secular universities was an attempt by church-related colleges to guarantee certain religious subjects and a philosophy of education, and yet remain in the broader stream of university development. This trend for church-related colleges to affiliate with public universities has continued. More recently, Duff (1966:84) reported that there were:

> . . . church-controlled colleges affiliated to provincial and private universities all over Canada. These range from small colleges providing, for those of their students who are not studying theology, little more than residence and some tutorial supervision, upwards to large units in the University of Toronto which are legally universities in themselves though holding in abeyance their own degree-giving powers.

Another factor in the evolution of church-related institutions was a financial one. As universities expanded, their sponsoring churches found it increasingly difficult to finance that expansion without public subsidy. Public funds meant increased public control. However, one way which enabled the denominational university to accept public money and a degree of public control while maintaining the primary purpose of the denomination, Duff (1966:83) suggested was "for its Faculty of Theology to become a separate, privately financed corporation, still on the campus, and the rest of the university becomes provincial." Examples of this arrangement are McMaster, originally Baptist, and Assumption University of Windsor, formerly a Catholic institution.

In a study for the United Nations Educational, Scientific, and Cultural Organization concerning alternative university structures in Canada, Munroe (1975:11) stated that "The concept of private institutions has all but disappeared because colleges and universities alike are now

dependent on public support." Though in general this seems to be the case, several church-related colleges in Canada have been established since 1920 with the purpose of providing religious education primarily for the church-oriented student.

Approximately 35 of the 57 Bible colleges and institutes functioning in 1978 belong to the Association of Canadian Bible Colleges (ACBC). This association exists mainly for purposes of information sharing. The majority of these schools are sponsored by various denominations with an evangelical religious tradition; however, in some cases, sponsorship is interdenominational in nature. Students generally enter these schools with high school diplomas. Though most of these types of church-related schools in Canada have small enrollments of under 200, several range between 200 and 750 students.

With little interest in university affiliation, a few of these schools have turned to the American Association of Bible Colleges (AABC) in the United States as an accrediting body. The AABC is affiliated with the Council on Post-Secondary Accreditation (COPA). Five Bible colleges in Canada have achieved AABC accreditation, including North American Baptist College in Alberta, Briercrest Bible Institute and Canadian Bible College in Saskatchewan, Winnipeg Bible College in Manitoba, and Ontario Bible College in Ontario.

Curriculum in the accredited colleges is approximately one-half theological subjects with the remainder in the field of general studies. The latter may include introductory courses in the humanities and social sciences. The accredited schools have provided leadership regarding academic standards with the other institutions seeking to upgrade themselves to those levels.

A few Bible colleges have various types of agreements with nearby universities regarding transfer of certain courses, but remain, for the most part, outside provincial schemes for financing higher education.

Church-related postsecondary institutions in Canada fall along a continuum from independent schools to affiliated colleges. Historically, early church-related colleges were independent, but depended largely on their founding denominations for governance, academic standards, and financial resources. A secularizing trend developed over time whereby some church-related colleges became philosophically secularized in their programs and, in some cases, were abandoned to the public sector by their founding denominations.

Administrators in some church-related colleges, concerned about the secularization of other colleges similar to their own and faced with growing financial pressures, moved toward an affiliation status with a nearby university. The affiliated status provided direct contact between the church-related college and the university, but with built-in safeguards for the college regarding theological and philosophical issues.

Today, there are several small, independent church-related institutions having no contact with the universities on one end of the church-related college continuum. On the other end, are the church-related colleges affiliated with a university. Somewhere in the middle are the colleges which seek to upgrade academic standards while maintaining close philosophical and financial ties with their denominational constituencies.

Most of the institutions on the continuum have one or more linkages with denominational organizations, local universities, and provincial governments (usually limited to charters for legitimizing

their purpose). Though comparatively small, this segment of postsecondary education provides educational alternatives for students choosing not to attend university immediately after high school, or not at all. The church-related colleges in the private sector generally hold to the philosophy of education suggested by Fyfe (cited in Masters, 1966:63) in 1855 who asserted that in a church-related school,

> . . . young men and women proceeding to secular callings would be influenced by sane Christian training . . . [and] that education under religious influence was the best training for other spheres of Christian activity as well as for the pulpit.

That there is a place for church-related institutions and that they should therefore be encouraged to survive and grow was emphasized by Duff (1966:85) who stated, "These small units cannot solve the major problems that beset Canada's universities. But we hope they will survive and flourish." Somewhat optimistic about survival, Pace (1972:105) concluded that church-related colleges would survive and hopefully prosper, premising his conclusion on research which suggested these colleges have a "dependable clientele, a mission in which they have attained a reputation for success, and a segment of the society . . . determined to guarantee their continued influence."

The Canadian church-related college will need to develop appropriate environmental relations activities for the communication of its purposes to that supporting sector in society. Increased awareness by supporting publics should result in increased college participation. On the other hand, church-related colleges working with extremely limited fiscal resources available for environmental relations, may choose to sequester those resources in formalizing and/or maintaining linkages with governmental, educational, and religious

bodies to the detriment of information flow to traditional college publics, including trustees, alumni, parents, and prospective students.

An Organizational Perspective

Central to a college's environmental relations are the policies and procedures required to provide an appropriate and adequate flow of information to external publics concerning the college's mission. The examination of information flow between organizations and their environments has attracted increasing interest on the part of researchers. A typology to study information flow between a state agency and a specific public was developed by Louis (1977:40) from a previous study by Litwak and Meyer (1966). From the agency's perspective, Louis (1977:40) formulated four types of environmental relations activities including bureaucratic initiative, intensity, expertise, and scope.

The typology proposed by Louis (1977) was suggestive of the types of activities developed by administrators in postsecondary institutions for the purpose of communicating with various external publics. In particular, bureaucratic initiative, intensity, and scope may be employed to develop an environmental relations profile depicting the complex interaction between a college and its selected publics.

In this study, bureaucratic initiative profiled the effort of administrators to communicate with target groups in their organization's external environment by some form of information flow. The dimension pertaining to administrative intensity provided insight

into the quality and quantity of both human and physical resources essential for an organization's environmental relations activities. The scope of those activities related to the types of individuals and groups in an organization's external environment. The notion of group size was also considered as an aspect of the scope of external relations.

An examination of environmental relations profiles involving initiative, intensity and scope, and organizational linkages relative to church-related colleges was the objective of this study.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the environmental relations activities in three church-related colleges having varying degrees of formalized linkages with their environments. Specifically, the study was designed to determine the degree of formalized linkages, environmental relations profiles, and the effectiveness and awareness of environmental relations activities perceived by selected publics.

Sub-Problems

In the examination of the research problem, seven sub-problems were formulated:

1) What types of formal linkages existed between the colleges and their environments?

2) What initiatives in environmental relations had been developed by the colleges?

3) What was the intensity of environmental relations at the colleges?

4) What was the scope of environmental relations at the colleges?

5) What was the level of effectiveness of environmental relations as perceived by selected publics within and among the colleges?

6) What was the level of effectiveness of environmental relations activities related to program offerings, financial matters, and campus activities as viewed by selected publics within and among the colleges?

7) What was the level of awareness of environmental relations activities as viewed by selected publics within and among the colleges?

An Environmental Relations Model (Figure 1) was developed to illustrate the research variables and their interrelationships.

SIGNIFICANCE OF THE STUDY

There was both a theoretical and pragmatic significance for this type of a study.

Theoretical Value

In a strict sense, organizations do not interact with their environments; it is the individuals within an organization who interact with individuals in the environment. To a great extent, administrators are central in the interaction between an organization and its environment, determining the direction, target groups, and intensity of organization-environment activities. Therefore, the development of an environmental relations profile in each college should tap a crucial source of information regarding the college-environment interface. Mindlin and Aldrich (1975:390) contended that:

> Future research on organization-environment interaction should emphasize boundary spanning activities [environmental relations] while at the same time trying to identify those aspects of organizational structure most vulnerable to environmental influence.

The present study, though not directly investigating organizational

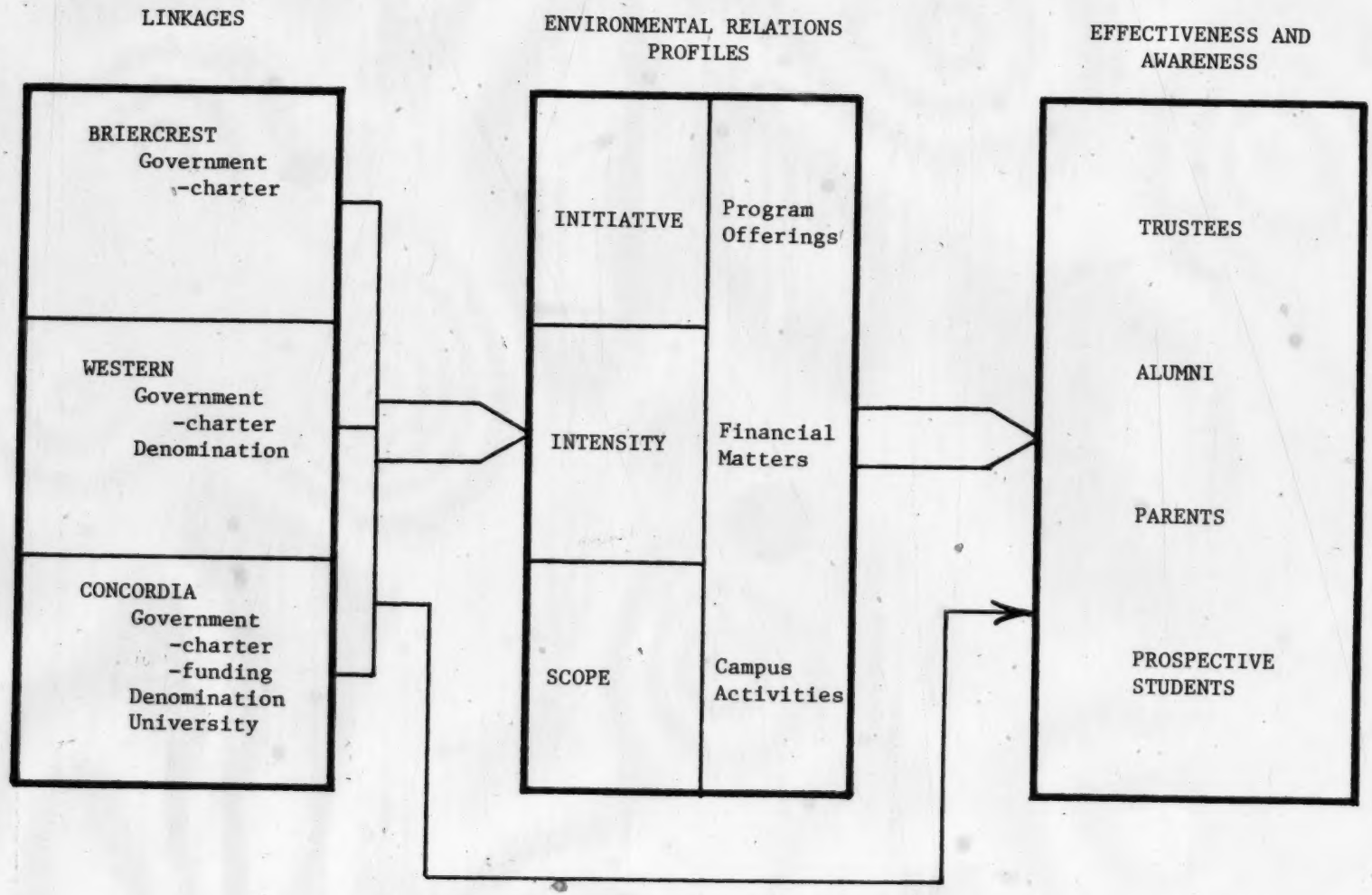


Figure 1 Environmental Relations Model

structure, explored the environmental relations of an organization which may affect an organization's structure.

Warriner (1976:8) suggested, "Activity systems survive to the extent to which they receive resources from their environments." Implicit in any college environmental relations activity is the interaction with the environment for the acquisition of funds and students. An investigation of specific environmental relations emphases in three institutions dissimilarly linked to their environments might uncover key variables related to the effectiveness of those relations as a means for communicating the college's resource needs.

From another perspective, Terreberry (1968:609) maintained, "The enormous and increasing importance of informational transaction has not been matched by conceptual developments in organization theory." In exploring organizational-environmental information flow at selected church-related colleges, it was surmised that this study might contribute to a theoretical understanding of boundary spanning activities in organizations.

Pragmatic Value

In a report for OECD, Munroe (1975:ii) noted there was a weakness in Canadian education regarding the lack of articulation between provinces, between institutions, and even between professional and interest groups. Citing the Economic Council of Canada, Munroe (1975:74) suggested:

> It is urgent that strong and continuing efforts be made to define and clarify the aims and objectives of post-secondary education--both particular institutions and of the larger systems in which they operate.

The present study investigated the differences and similarities

of environmental relations profiles among selected church-related institutions and the differences and similarities of awareness among selected publics of the same institutions; the results of this study might serve as a basis for improving articulation between colleges and the publics in their task environments.

From another perspective, Munroe (1975:71) maintained that research in alternative university structures in Canada was warranted. Private church-related colleges are examples of such alternative structures.

A case can probably be posited for the notion that administrators often develop administrative and educational policies on the basis that environmental relations are healthy and have the potential for generating the needed funds and students to maintain the colleges. If administrators' perceptions of the task environment are grossly inaccurate, there is the inherent danger that policy formulation will not reflect the present college-environment relationship and policy formulation may become counter-productive.

The present study provided administrators at church-related colleges with a framework for a more accurate appraisal of existing environmental relationships. The study also added to the meager literature regarding environmental relations activities in postsecondary church-related institutions.

DEFINITION OF TERMS

For purposes of clarity, the following definitions are provided:

Church-Related College

A church-related college is a postsecondary institution which has a

relationship, either legal or sympathetic, with an established religious body or bodies.

System

A system is a set of interacting units with relationships among them within a boundary.

Subsystems

The identifiable structural units in a system which carry out a particular process are called subsystems.

Administrative Subsystem

The administrative subsystem is the subsystem in a college comprised of the individuals who determine general policy and strategy regarding environmental interaction with the purpose of promoting long-term survival of the college. Administrators provide order for the specialized and interdependent activities of an organization.

Task Environment

The task environment includes those factors in the environment which make a difference to the organization's survival and growth.

Boundaries

An organizational boundary is the dimension which provides for making a distinction between members and nonmembers of an organization.

Boundary Spanning

Boundary spanning is the activity whereby organizational members penetrate organizational boundaries representing the organization to its

external environment. The reverse role is also a part of the boundary spanning function, relating or representing the external environment to the organization.

Formalized Linkage

Formalized linkage characterizes the connection between organizations which is generally accompanied by an officially recognized agreement (e.g. a church-related college's charter with a provincial government).

Environmental Relations

Environmental relations encompass the policies, procedures, and consequences of colleges interacting with their task environments.

Initiative

Initiative refers to the administrative effort and creativity required to develop an appropriate information flow to targeted individuals and groups outside an organization.

Intensity

Intensity involves the administrative activity which provides allocation of resources necessary to effect brief or extensive environmental relations with external publics.

Scope

Scope refers to the focus and extent of environmental relations activities.

College Publics

College publics are discernable groups in the task environment which have varying degrees of interest in a college but generally do not

have a direct daily interaction with the college.

Awareness

Awareness refers to the perceptual level of selected publics regarding a college's program offerings, financial matters, and campus activities.

Effectiveness

Effectiveness is the assessment of selected publics regarding the relative value of environmental relations of a college.

LIMITATIONS AND DELIMITATIONS

The study was designed to examine the environmental relations of three church-related postsecondary institutions having undergraduate programs. One of these was an independent church-related college (church-related, but with no formalized linkage with a denomination). The second was a church-related college with denominational linkages, and the third was a church-related college affiliated with a university.

The study was limited by the reliability and validity of the instruments developed for data collection. The extent to which causal factors can be implied in the findings is limited in that factors other than environmental relations as defined in the present study affect the awareness of selected publics.

Since the colleges selected for the study could not be considered a random sample, the specific findings can at most be generalized only to similar types of institutions.

Information relating to environmental relations was delimited to the policies and procedures in effect at the time of the data collection

as perceived by college administrators. Only the awareness level of six selected publics of each college regarding program offerings, financial matters, and campus activities was examined.

ORGANIZATION OF THE THESIS

This chapter outlined the background of the study, problem statement, significance of the study, definition of terms, and limitations and delimitations. The remainder of the dissertation will be organized as follows: Chapter 2 provides a review of related literature and provides a conceptual framework for the study; Chapter 3 outlines the research methodology; Chapter 4 presents a description of the historical context and formalized linkage of three church-related colleges; Chapter 5 provides a descriptive profile relative to the environmental relations of the colleges; Chapter 6 combines the descriptive data presented in Chapters 4 and 5 into a composite environmental relations profile of the three colleges; Chapter 7 examines the differences between selected publics within and among the colleges; and the final chapter presents a summary of the findings, and concludes with a discussion of conclusions, recommendations, and implications derived from the study.

CHAPTER 2

RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

A brief background pertaining to church-related colleges was provided in Chapter 1. In this chapter, a more detailed review will be presented of the literature relating to the postsecondary context, the organizational-environmental setting, and related research literature. Most of the literature reviewed in this chapter is drawn from studies conducted in the United States because of the dearth of such literature in Canada.

The chapter concludes with a conceptual framework that served as a guide in conducting the research reported in this dissertation.

THE POSTSECONDARY CONTEXT

Colleges and universities are complex organizations. As such, they share many characteristics with other complex organizations: hierarchical systems, formal channels of communication, areas of routine decision-making, rules and regulations, and authority relations with some officials exercising authority over others.

At the same time, colleges and universities have many unique organizational characteristics: goals may be unclear and often contested; clients may demand a role in the decision-making process; the technology is holistic and nonroutine; and, as professionalized organizations, professionals seek a measure of control over decision-making processes. Colleges and universities are also vulnerable to the constraints and expectations of their external environments.

Governance Models

Various writers have suggested different models of academic organizations. Stroup (1966) found many similarities between colleges and Weber's (1947) bureaucracy. Millett (1962:234) proposed that the notion of collegium or a community of scholars working through decisional problems by consensus characterized postsecondary institutions more accurately than the bureaucracy model. A third major conceptualization of academic organizations was advanced by Baldridge (1971) wherein the college or university was viewed as a political system. This model assumed that academic organizations were miniature political systems where individuals throughout the organization attempted to influence policy formulation to protect or further their own special interests.

A revised political model was developed by Baldridge et al. (1978:41) which incorporated Cohen and March's (1974) notion of colleges being "organized anarchies" with unclear goals, client service, unclear technology, professional staffing, and environmental vulnerability.

In one sense, every college or university is unique, though organizational aspects of each may be explained in part by the bureaucratic, collegial, or political models. The church-related college is comparatively small and may, therefore, be more appropriately characterized by the collegial model. Baldridge et al. (1978:31) suggested that "a few small liberal arts colleges exist as actual examples of such 'round table' democratic institutions . . . ." However, no definitive statement can be proposed as to whether church-related colleges are more collegial than bureaucratic or political in their governance structures.

External Factors Affecting Governance

The external environment of a college affects its governance. Corson (1960:196) summarized the internal and external parts of a college by stating:

> The social structure and the governance of a college or university are made complex by its relationships to more or less integral groups external to the institution. The parts that make up the whole complex social system that is a college or university include the governing board, the academic and administrative officers, and the faculty--these are within the structure. In addition, however, they include the students (who may be regarded as within), the alumni, the professional or academic organizations with which staff members are affiliated, sometimes citizens' advisory committees, the foundations to whom they look for support and counsel, and the state governments by whom they are chartered and by whom many are supported and "supervised."

All complex organizations are vulnerable to external pressures. There is no completely autonomous organization, though institutions do vary in the degree of their autonomy to their environments. Baldridge et al. (1978:24) noted:

> The degree of autonomy that an organization has in regard to its environment is one of the critical determinants of how it will be managed . . . . Colleges and universities are somewhere in the middle of . . . a continuum from "independent" to "captured." In many respects they enjoy substantial insulation from the environment. Recently, however, powerful external forces have been applied to them. Particularly in the 1970s have the conflicting wishes, demands and threats of dozens of interest groups been made known to the administrations and faculties of academic organizations.

Though postsecondary institutions exist with a complex, and sometimes fluid, internal structure and are fraught with varying demands from their external environments, college administrators must cope with the verities of the situation.

The College President

The focal figure in college administration, particularly in small colleges, is the president. Referring to the transformation of a

church-related college from a small, weak, local college to one with national reputation, Pattillo and MacKenzie (1966:78) concluded, "the factor that accounts for the rapid progress is a president of uncommon ability." With reference to financial matters at a college, Corson (1975:260) observed that the president ". . . must cultivate the confidence of those community leaders who can support the institution."

Millett (1978:270) argued that in general, presidents have associates in two vital areas: academic administration and management of support programs. "Yet it is the personality and the competence of the president as an individual," Millett (1978:270) concluded, "which in the long run determines the effective leadership of a college or university."

At the same time, responsibility and authority in the small college may too often be concentrated in the president. Pattillo and MacKenzie (1966:79) advanced this view as follows:

> . . . many church-sponsored colleges are almost proprietary. This difficulty is often accentuated by infrequent meetings of the board and by the habits of mind of both businessmen-trustees and ministerial-presidents who are accustomed to individual action.

Effective college administrators seek to maintain two important areas of responsibility--planning and budgeting. Both areas, Millett (1978:270) proposed,

> . . . share a common characteristic, the linkage of campus with society. Both tools are intimately connected one to the other. Plans without budgets become unfulfilled dreams. Budgets without plans become wasted activity. Planning and budgeting are management obligations of every cost center within a college or university, as well as of every program grouping. But plans and budgets must eventually become an institutional whole. The leadership of a college or university relies above all other procedures upon planning and budgeting to fulfill the various roles the president must perform.

The president plays an important role as spokesman for the

institution. Through his statements to educational, public, and alumni groups, the president influences the image that a college will have in the minds of important constituencies. More directly, Millett (1978:268) asserted, "The president is the formal, full-time link between campus and society." The college president is the articulator of an institution's interest to a variety of external groups. Though surrounded by capable assistants involved in community relations, the president serves as the primary representative of the college's position in the community.

The College Faculty

The president, however, is not the sole representative of the college. College faculty often hold membership in learned professions and serve as officers of the college. When they speak or write, even as private citizens, their special position in the community imposes upon them the responsibility of college spokesmen. Public statements and services offered outside the college can affect the attitudes of an institution's alumni and other external publics. How extensive those services become seems to depend on several factors. Corson (1975:240) intimated:

> Faculty members, as individuals, are granted substantial, but not uninfluenced, authority to decide what services they will provide to claimants or clients outside of the institution. Their personal decisions will be guided by interest and the prospect of financial compensation. Those decisions may be influenced by pressure from administrators . . . who would encourage faculty to undertake services for groups whose support will benefit the institution and in activities that enhance its image.

Notwithstanding, only a small minority of faculty members have an interest in direct involvement with alumni and other constituent groups important to the college.

The College Trustees

Trustees have a unique relationship to a college. They seldom appear on a college campus (once or twice a year in many church-related colleges) and yet, often speak for the college on issues of interest to various publics in the environment.

The church-related college board, according to Wicke (1964:25) was comprised historically of clergymen. However, the increasing need for financial efficiency and support has tended to broaden the membership composition of boards with a trend toward inclusion of other vocational and professional groups.

Some church-related college boards are actually private boards which do not, in a strict sense, represent a constituency politically. Epstein (1974:69) pointed out that trustees may be responsive to alumni, donors, and other groups, but do not represent these groups in a political sense as their counterparts in public institutions.

From another perspective, in a large national survey of both private and public institutions, Epstein (1974:90) reported that, "45 percent of all faculty members said that the trustees' only responsibility should be to raise money and gain community support."

As to trustees' involvement in college affairs, Baldridge (1978: 218) set forth that, "When the flow of incoming students and money is increasing, boards of trustees concern themselves with policy decisions . . . . When the money is tight, they tend to move . . . to operational decisions." For the most part, however, trustees are often inadequately informed about the basic operations of their college and must be dependent on others (the president and college management team) when making decisions for which they hold ultimate responsibility.

Church-Related Colleges

The term "church-related college" encompasses a diverse educational sector that is, to some degree, religious in orientation. The association between church-related colleges and religious organizations is a complex one. Probably no two colleges have exactly the same relationships with religious bodies. Pattillo and MacKenzie (1966:31) pointed out that:

> Institutional history, church polity, financial considerations, the influence of strong personalities--all these and other factors enter in varying degrees, into individual cases. Thus, there is no concise definition that does justice to the complexity of relationships that exist. In actual practice, each institution needs its own appropriate vocabulary to describe its unique church association.

There seems to be agreement only on the notion that church-related colleges are unique postsecondary institutions, ranging from a sympathetic to a formalized relationship with some religious body. For example, Pace (1972:1) noted that a church-related college was not necessarily a denominational college for, "it may be one that relates itself to all evangelical Christianity."

Millett (1978:145) suggested that church-related colleges are colleges "whose ties to a religious denomination are more than nominal and whose behavior patterns are influenced by a sense of responsibility to a church body." In a similar way, Wicke (1964:30) proposed that a "church-related college is an institution which has a definite relationship, either legal, affiliated, or sympathetic, to an established religious body or to some unit of such a body." Wicke (1964:17) also noted that some institutions are "church-related, but not church-supported."

In colleges with a formalized denominational linkage, the primary

denominational influence lies in the right to elect, nominate, or approve members of the governing board. Pattillo and MacKenzie (1966:40) implied that, "If a substantial fraction of the trustees of a college is elected by a church body, that body can have a large measure of control over the affairs of the institution, including its religious character."

However, in relation to internal institutional policy, Pattillo and MacKenzie (1966:251) stated that, "Typically, the church-related college in America is free of close control of internal policy by its church."

The majority of church-related colleges in the United States are small, four-year liberal arts, degree-granting institutions. A growing number of Bible colleges and similar institutions exist that offer curricula consisting of 50 percent theological studies (Pace, 1972:2). These institutions also offer degrees, and many hold accreditation with various accrediting bodies. In Canada, some church-related colleges have affiliated with nearby universities providing easier transfer arrangements for their students.

A probable strength of the church-related college lies in its small size. Colleges that are large enough to be viable but small enough to promote meaningful interpersonal relationships among its administrators, faculty, and students provide an alternative to the large university. Pattillo and MacKenzie (1966:95) found:

> A number of the more productive undergraduate colleges (that is, scholarly productivity, as measured by graduate school records of alumni) are institutions of small enrollment. The stimulation of direct confrontation between teacher and students can be an important factor in encouragement of intellectual activity.

"The church college, by virtue of its philosophy and its typical size," Pattillo and MacKenzie (1966:209) concluded, "is well equipped to

preserve the personal element in higher education."

On the other hand, limited enrollments may be the most crucial problem facing church-related colleges. The Carnegie Commission (1977: 19) set forth that:

> Enrollment is a major factor in the financial well-being of the private sector. Almost two-thirds of the four-year institutions derive at least 70 percent of their unrestricted educational and general revenue from tuition and fees . . . . The typical situation is one of substantial dependence on tuition and fees for most private institutions.

From a study of 230 private institutions, the Carnegie Commission (1977:27) found that almost all "have sought to intensify and improve recruiting activities." Intensification of environmental relations, with the objective of maintaining or improving enrollments, is a central characteristic of most church-related colleges for the reason that enrollments affect budgeting. Cohen and March (1974:102) summarized this activity by stating that "for most of them [colleges] most of the time, the budgeting problem is one of finding a set of allocations that produces an educational program that attracts enough enrollment to provide the allocations." The survival of a church-related college may, therefore, lie with the college's ability to attract students and raise funds through environmental relations activities.

Environmental Relations

The leading objectives in most college environmental-relations efforts are to maintain or increase enrollments and financial support. The Carnegie Commission (1977:31) submitted that, "The outlook for the next decade or two is one of increasing pressure on resources."

Relating a college to its environment or a specific environmental group is not a simple task. The Carnegie Commission (1972:17), for

example, suggested:

> . . . [the] relationship between the "city and campus" is not a single relationship between two clearly identified entities but rather a whole series of relationships with the identity of the participants shifting somewhat from one relationship to another and from time to time.

A minimum requirement for this activity, according to Pattillo and MacKenzie (1966:203), involves at least "a development officer with responsibility for continuous cultivation of donors." This officer should facilitate a program intended for fund-raising, which brings the needs of the institution to the attention of various publics in the environment.

In an attempt to attract students in a period of inflation and growing need for funds, the Carnegie Commission (1977:26) found that private colleges have "developed new academic programs and program combinations, and have sought new clienteles." These and other creative ventures will probably increase as colleges compete for students in a shrinking market.

For the small college to survive and grow, external matters including fund-raising, student recruitment, and promotion among new clientele, along with creative programming are factors which must be considered by college administrators.

There is little doubt that a holistic approach to college survival is an appropriate one, but for the church-related college, it seems that environmental relations takes on increased importance. Environmental relations policies and procedures may be more effective, however, when developed from a research-based theoretical perspective. There is a growing literature (Starbuck 1976) which addresses organizational-environmental matters. The next section provides an overview of that

literature.

ORGANIZATIONAL-ENVIRONMENTAL SETTING

Various individuals, informal groups, and formal organizations may comprise the environment of an organization. Educational institution environments may include political and nonpolitical interest groups, potential students, donors, parents, and government regulatory agencies. However, the exact relationship between organizations and their environments is not always a clear one.

Differentiation of Organizations and Environments

Relating an organization to its environment constitutes a difficult task since the concept of an organization having a boundary is largely perceptual. Starbuck (1976:1070) maintained:

> Even talking about an organization's environment implies that the organization differs from its environment. Yet the two are not separate, and a boundary between them is partially an arbitrary invention of the perceiver.

To facilitate a discussion of organizational-environmental phenomena, some distinction between the two elements is essential. Starbuck (1976: 1070) commented as follows on the complexity of the distinction:

> An organization displays some of the properties of a cloud or magnetic field. When one is far enough inside it, he can see its characteristics and effects all about him; and when one is far enough outside it, he can see that it comprises a distinctive section of social space. But as he approaches the boundary, the boundary fades into ambiguity and becomes a region of gradual transition that extends from the organization's central core far out into the surrounding space. One can sometimes say, "Now I am inside" or "Now I am outside," but he can never confidently say, "This is the boundary."

A meaningful approach to what constitutes a boundary or where an organization terminates and its environment commences is to view individuals, activities, groups, and material resources as being inside

or outside the organization. The external environmental factors that matter to an organization include individuals, activities, organizations, publics, and related resources outside the organization that affect the activities of the organization, and its survival and growth. It seems that an organization can be distinguished from its environment by deciding what human and material elements belong inside and which ones belong outside the organization.

Child (1972:9) provided another perspective to the external environment by suggesting:

> Organizational decision-makers normally perceive themselves as operating only in certain markets and utilizing selected sources of inputs; they regard success in these areas as particularly vital for the organization's survival. The organization may also have transactions in other areas, but these are regarded as less central to the main purpose. Finally, there are yet further sectors of the environment with which the organization normally enters into little or no direct contact. This distinction of several boundaries proceeding "outwards" from the organization implies that organizational decision-makers do take positive steps to define and manipulate their own corners of environment.

The organizational-environmental interface is developed and maintained by administrators who seek to relate their organizations to aspects of the environment that are perceived as vital to their interests.

Perception and Environment

The organization-environment interface activity of administrators is a perceptual activity. Cyert and March (1963:118) suggested that the view towards the environment which those in control of organizations adopt will reflect their perception of environmental conditions. Similarly, Negandhi (1973:205) contended that, "the impact of the true task environment on organizational functioning . . . may not be direct, but rather it may be mediated through the perceptions of the decision-makers."

Since the administrator's view of the environment is a perceptual one, Dill (1957:411) cautioned that perceptual interpretations are subject to errors of perception and to the bias of past experience. Dill (1957: 426) found evidence in his study of two Norwegian firms that, "For each member of the firm's top management . . . certain sectors of the firm's total task environment were of more interest than others." Administrative consensus regarding environmental issues may be difficult to achieve. Jurkovich (1974:387) reasoned that:

> While organizations may be rational, the participants can rationalize guesswork or speculate on outcomes that are rationally induced. Participants may also select information sets which, although originally perceived as relevant, become the cause of tension and conflict as the overlap between individual information sets diminishes. The conflict frequently takes the form of debating about the use of certain information units as well as about outcomes.

Though arriving at a consensus on important environmental matters may cause tension among administrators, there is indication that environmental issues must be addressed successfully if an organization is to survive. Thompson and McEwen (1958:27) noted:

> One of the requirements for survival appears to be ability to learn about the environment accurately enough and quickly enough to permit organizational adjustments in time to avoid extinction.

Pursuing this issue further, Duncan (1973:273) contended that " . . . unless the organization can sense . . . changes in its external environment by gathering and processing required information, it cannot remain viable." Consequently, the matter of administrative perception relative to an organization's environment is an important consideration for administrators to reflect upon. The administrators' perceptions of the environment may be an important element in the survival and growth of an organization.

Organizational Health

Another factor influencing an administrator's perception of organizational environment is the health of the organization. An administrator may perceive parts of the external environment as constituting a problem or an opportunity. Addressing perceived problems or opportunities from a position of organizational strength (adequate resource supply, adequate markets, acceptable growth development) will probably result in different administrative perceptions than when interacting with the environment from an organizational weakness.

The perception of organizational environment may also relate to environmental hostility and dependence issues. Shortell (1977:280) defined hostility as "the extent to which the external factors pose a threat to the organization's goals and objectives," and dependence as "the extent to which the external factors are essential to the organization's goal achievement," in light of the availability of alternative sources of supplies and/or purchasers. Shortell (1977:280) went on to explain the following relation between hostility and dependence:

> Hostility and dependence are related in that the less the organization is dependent on its environment, the more it will be able to ignore whatever hostility may exist. Organizations that are very dependent on their environments are very susceptible to the degree of hostility of the external forces involved.

This emphasizes the need for organizations to consider hostility and dependency factors when addressing environmental issues.

Various large corporations, coalitions of organizations, and government agencies may be less dependent upon their environments than suggested by Osborn and Hunt (1974) and Shortell (1977).

Some researchers (Child, 1972 and Rhenman, 1972) argue that some

organizations seek, and to some degree achieve, domination over their environments. According to this perspective, environmental relations would not be viewed as crucial for survival, but as a means to dominate external environments. Specifically, Child (1972:4) stated:

> . . . the directors of at least large organizations may command sufficient power to influence the conditions prevailing within environments where they are already operating. The debate . . . that the large business corporation in modern industrial societies is able very considerably to manipulate and even create the demand for its products centers on this very point. Some degree of environmental selection is open to most organizations and some degree of environmental manipulation is open to most large organizations.

It is unlikely, however, that small colleges are involved in more than a minor degree of environmental selection.

Organizational Effectiveness

The notion of organizational effectiveness is a complex one. Though researchers do not substantially agree as to what factors constitute organizational effectiveness, there is growing interest in the role played by an organization's environment.

After an extensive review of the literature, Steers (1977:177) proposed that there are four major effectiveness-related variables in organizations, including "1) organizational characteristics; 2) environmental characteristics; 3) employee characteristics; and 4) managerial policies and practices." One aspect of the administrative component in this framework was the administrator's role related to environmental issues. Steers (1977:184) concluded that administrators must train organizational members so they can recognize the nature of various organizational-environmental situations and respond with appropriate means. The frequency of appropriate responses compared with inappropriate responses to the environment may give some indication as to

the effectiveness of an organization or some subsystem within it.

From a similar perspective, Hirsch (1975:327) linked organizational effectiveness explicitly to "an external referent, and efficiency to internal activities more easily controlled by the organization." If this can be established, a case could be made that the successful treatment of organizational external environmental concerns may provide fundamental information regarding organizational effectiveness. Schein (1965:124) contended that the maintenance and increase of organizational effectiveness depended on successful coping with environmental issues. Also, Osborn and Hunt (1974:241), in a study of 26 small social service organizations, stated that "Interorganizational interaction was found to be positively and significantly related to effectiveness."

There seems to be little doubt that one aspect of organizational effectiveness involves some element of environmental relations. Since an organization functions within a larger environment through boundary activities initiated by administrators, there seems to be support for the notion that administrative responsibility for organizational effectiveness is not a limited one.

RELATED RESEARCH

Only a limited amount of research exists with reference to church-related colleges. This section will review research directed toward an inquiry into college goals and effectiveness, college image, interinstitutional cooperation, planning, recruitment, and public relations.

Goals and Effectiveness

Utilizing the Institutional Goals Inventory, Photo (1976) investigated administrative effectiveness at a small church-related college. It was assumed that "effectiveness depended on similarity of goal values among constituent groups, goal clarity, and agreement that the college was doing what the constituencies thought it was doing" (Photo, 1976:129a). Students, faculty, administrators, and trustees were surveyed in this study. The findings suggested the need for greater coordination between educational programs offered and admission policies, a clarification of the religious mission of the college, and an elucidation of the roles for different constituencies in the governance of the college.

College Image

In a study investigating environmental relations, Spittal (1975) compared the perceived college image of related reference groups consisting of administrators, trustees, faculty, students, alumni, parents, and prospective students at a church-related college.

The instrument employed consisted of 81 words or phrases that had been used to describe the college. Based upon the literature review and the data analysis, Spittal (1975:5889a) concluded that colleges communicate distinct images which vary significantly from group to group and that are often unrelated to the real situation at the college. The distinctive images held by various publics allow these reference groups to distinguish one institution from another.

Interinstitutional Cooperation

Investigating attitudes toward interinstitutional cooperation at

eight church-related colleges, Crabtree (1975) sampled five populations, including trustees, administrators, faculty, lay constituents, and students. Using the variables of geographical separation, curriculum and program aspects, organizational and financial matters, and support services, Crabtree (1975:7080a) found little similarity between or within college groups concerning attitudes toward interinstitutional cooperation.

Planning

To establish guidelines for planning at church-related colleges, Godwin (1975) surveyed presidents of 42 colleges with membership in the Southern Association of Colleges and Schools. Godwin (1975:3444a) found that all the respondents agreed to the need for planning and also that "the greatest motivation to plan was provided by increases in enrollments."

Recruitment

Driver (1975) surveyed 450 freshmen attending fifteen church-related colleges to establish viable recruitment practices for church-related colleges. The major question was to determine what factors influenced the student's choice of college. Driver (1975:2048a) found that academic quality factors rated high with freshmen, though physical plant was also important. College publications found to be most effective were attractive, including essential information, but not plush and expensive. Promotional literature, college representatives, and selected faculty members were most influential in the recruiting process.

Public Relations

Baskerville (1975) developed a Public Relations Environmental Model for private colleges. Conceptually designed as an "open system of environments," Baskerville's (1975:4886a) model included the college

community, local community, state community, national community, and international community. Public relations at a college were viewed as an exchange of communication between the college and various environmental groups, such as prospective students, governments, churches, and individuals interested in living endowments for their college.

The model was tested for its usefulness with a panel of experts. From the analysis of the data collected from eight colleges, Baskerville (1975:4886a) concluded that the majority of public relations efforts were focused on a single geographical community. He also found that the public relations director was not viewed as having a major responsibility in public relations leadership.

A study conducted by Dirks (1977) used Baskerville's model to investigate public relations programs of colleges in the American Association of Bible Colleges. Dirks (1977:1245a) found that the "chief thrust of public relations programs was to increase financial support for AABC colleges." There was also evidence that parents of currently enrolled students did not have significant input into public relations programs at the colleges. As a result of the research, Dirks (1977:1246a) recommended an assessment of "the opinions of faculty/staff, students, alumni, and parents . . . in matters affecting public relations."

The Public Relations Environmental Model developed by Baskerville (1975) provided a useful perspective for the present study. The model incorporated public relations activities which involved several publics including staff, faculty, students, alumni, parents, prospective students, churches, individuals holding living endowments, and governmental agencies. Five of the nine publics were viewed as integral to the college community--staff, faculty, students, alumni, and parents. The core of public

relations activities among these five publics then moved out in concentric circles which represented the local community, state community national and international communities.

Baskerville's (1975) open systems public relations environmental model provided the stimulus for conceptualizing the possible relation of several publics to the public relations activities at a college and the notion of information flow along pathways through concentric circles of communities outside the college. In the present study, the public relations concept was broadened to environmental relations which facilitated the notion of organizational-environmental linkages.

Five of Baskerville's (1975) nine publics were utilized, including staff or administrators, faculty, alumni, parents, and prospective students. A sixth public, trustees, was added. The notion of a pathway or information flow from the college to external publics provided a cue for possible relationships among various publics and a college. Publics that received their information about the college from within (administrators and faculty) were considered internal publics while those receiving information about the college from outside (trustees, alumni, parents, and prospective students) were considered external publics.

CONCEPTUAL FRAMEWORK

Based primarily upon the organization-environment theoretical literature and the related research literature, a conceptual framework (Figure 2) was developed to depict the relationships of the variables in the present study. A general open-systems theoretical framework was adopted based on the open-systems conceptualization posited by

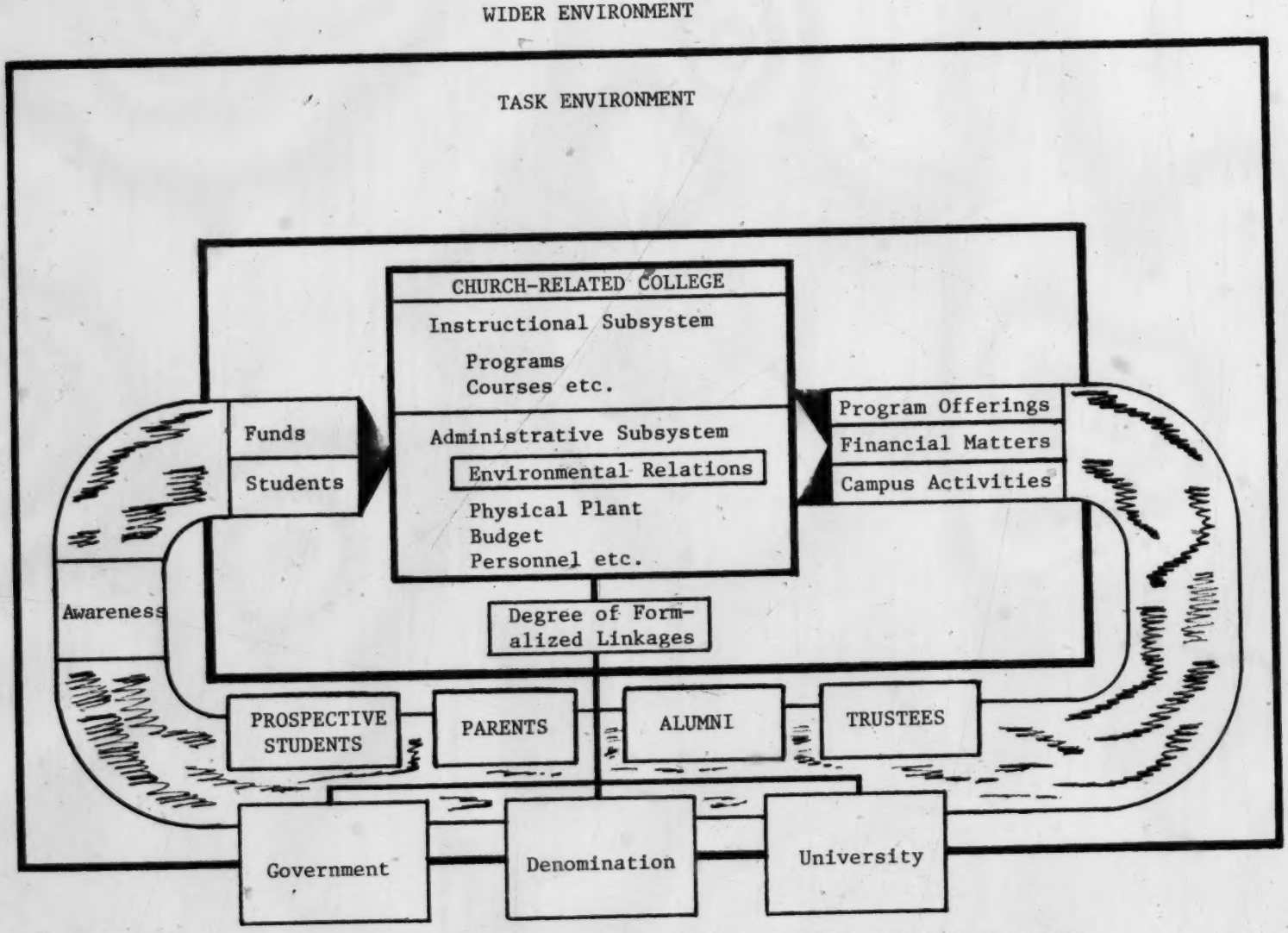


Figure 2 Information Flow Loop in the Church-Related College Task Environment

Katz and Kahn (1966:19). The church-related college was viewed as having two major subsystems: instructional and administrative. This subsystem configuration was an adaptation of Tosi and Carroll's (1976:164) primary and collateral subsystems framework. The focus of the present investigation was upon the environmental relations or boundary spanning activities within the administrative subsystem. The college's administrative subsystem, similar to the collateral management subsystem in Tosi and Carroll's (1976:164) framework, was viewed as providing the coordination and direction for the environmental relations activities of the college.

As an open system, a college interacts with its environment. The environment that a college must consider in developing policies and making decisions is the task environment (Dill, 1957). The task environment includes individuals such as trustees, alumni, parents, prospective students, and organizations important to the college. Such organizations include provincial governments, denominational bodies, and other postsecondary institutions like universities.

The environmental relations efforts of a college generally tend to increase the flow of funds to the college (Dirks, 1977) and the attendance of prospective students (Driver, 1975). To achieve these objectives, administrators develop an information flow to the task environment regarding program offerings, financial matters, and campus activities (Baskerville, 1975; Driver, 1975; and Dirks, 1977). The information flow is designed to increase the awareness of selected publics concerning the college. It is assumed that increased public awareness will usually result in an increase of funds and student enrollment for the college.

Faced with scarce resources, however, some of a college's environmental relations efforts may be directed toward developing and maintaining formalized linkages with governmental, educational, and denominational organizations in the task environment for purposes of reducing its dependence upon informal funding efforts. When this occurs, the information flow to trustees, alumni, parents, and prospective students may be reduced, with an accompanying decrease in the awareness of these publics.

This study examined the awareness of selected publics regarding program offerings, financial matters, and campus activities of three church-related colleges with different formalized linkages to their environments. The next chapter outlines the methodology employed in this study to assess awareness levels and effectiveness of college environmental relations activities.

CHAPTER 3

METHODOLOGY

This chapter describes the population and sample selection, instrumentation, data collection, description of the respondents, and methods of analysis.

The Population

Church-related colleges represent a small but important sector in Canadian postsecondary education. In the four Western provinces there were primarily three types of church-related colleges.

The independent church-related college, chartered with a provincial government as a postsecondary institution, had no other formalized linkages with the province, a denomination, or university. This college was occasionally referred to as interdenominational which suggests that the college had an informal association with several denominations. One of these colleges maintained informal contacts with as many as 26 denominations. College governance was provided by a self-perpetuating board of trustees drawn from churches of several denominations. Student recruitment and fund-raising were accomplished largely by means of the college's alumni that were members of various denominations. Briercrest Bible Institute in Saskatchewan and Winnipeg Bible College in Manitoba were representative of the independent church-related college.

A second type of church-related college was the denominational college, chartered by a provincial government and aligned with a denomination through formalized linkages. The denominational college did not

have formalized linkage with a university or additional linkages with the provincial government other than the incorporation charter. The college was governed by a board of trustees elected by the general conference of its founding denomination. The denomination held final authority over the college regarding staffing and program policies, and the general operation of the college. The denominational college looked primarily to its sponsoring denomination for students, and operating and capital funds. Western Pentecostal Bible College with the Pentecostal Assemblies of Canada in British Columbia, and Canadian Bible College with the Christian and Missionary Alliance in Saskatchewan typify the denominational college.

The affiliated college was the third category of church-related colleges. Chartered by a provincial government, the affiliated college also held formalized linkages with a denomination, but was also affiliated with a university, and held some form of funding agreement with the provincial government. Governance of the college was provided by a board of trustees elected by the sponsoring denomination. Faculty members teaching in university transfer programs at the college were approved by the university where the college was affiliated. A large portion of the college's operational budget was secured from the provincial treasury and the remainder from the denomination. Some students were attracted from the college's denomination, but with increased public funding and general student interest in university transfer programs, the student body was composed of many students from outside the sponsoring denomination. Concordia College in Alberta and Cambean College in Saskatchewan were examples of affiliated colleges in Western Canada.

Most church-related colleges were engaged in promotion activities with several external publics. Among the publics were the colleges'

trustees, alumni of the college, parents of former and present students, prospective students, churches, and a group referred to as friends of the college. The affiliated colleges also related to a nearby university and a department within the provincial government responsible for postsecondary education. The names which comprised the external publics recorded on mailing lists at the colleges from 1970 through September 1978 constituted the population of the external publics.

Though the church-related colleges were relatively small organizations, their principal internal publics were composed of administrators and faculty. In most cases there were administrators involved in some instructional activity, and faculty that were engaged in administrative matters. All staff designated by the presidents as having administrative or instructional responsibilities at the colleges were considered the population of the internal publics at the colleges.

Sample Selection

From a consideration of the design of this study wherein the sample of church-related colleges should include those with varying linkage arrangements with external organizations, and the matter of convenience of access to the colleges, three church-related colleges were selected. By means of an initial telephone conversation and correspondence with the colleges' presidents (See Appendix C) permission was secured to do research in each college.

The college sample was composed of an independent, a denominational, and an affiliated church-related college. Briercrest Bible Institute in Saskatchewan was selected as the independent college; Western Pentecostal Bible College in British Columbia was selected as the denominational college; and Concordia College in Alberta was chosen as the

affiliated college. These colleges varied in their formalized linkages with external organizations, from a minimal linkage for the independent college's government charter to several linkages for the affiliated college including government charter, government funding arrangement, and direct denominational and university ties.

To provide insight regarding environmental relations activities at the colleges related to the conceptual framework developed in Chapter 2, six publics were selected for each college. Two publics, including administrators and faculty, were within the colleges. Though the presidents and public relations officers, including support staff, were viewed as more directly involved in environmental relations matters and in the strictest sense comprised the colleges' environmental relations subsystem, most policies and procedures regarding external relations were often a joint venture on the part of all administrators at the colleges.

Since some administrators were also involved in instructional activity, all staff designated by the president as having administrative responsibilities and who indicated on the Environmental Relations Effectiveness and Awareness Survey that they spent more than 50 percent of their time in administrative activities served as the sample at each college representing the administrative environmental relations subsystem. All staff members designated by the president as having instructional responsibilities and who indicated on the Environmental Relations Effectiveness and Awareness Survey that they spent more than 50 percent of their time in instructional activities served as the sample representing the instructional subsystem at each college.

A random sample of 100 names was drawn from the alumni, parents,

and prospective student populations at each college. Because of the small number of trustees (27 and under) in comparison with the alumni, parents, and prospective student samples, all trustees were included in the research.

Little difficulty was encountered in arriving at random samples of alumni, parents, and prospective students from the mailing lists for each college. However, it was difficult to determine that individuals in the samples were involved with the colleges between 1970 and 1978. Though it was requested that the samples include only individuals related to the colleges since 1970, the clerical staff at the colleges were unable to guarantee that the final lists of names were for the desired time period. Mailing lists at the colleges were in various stages of evolution resulting in incomplete information regarding various names on the lists. Not all alumni, parents, and prospective students that responded answered the demographic questions that provided their time-specific involvement at the college. However, of those who did respond, 85 percent of the alumni, 78 percent of the parents, and 55 percent of the prospective students indicated their contact with the college had occurred since 1970.

Notwithstanding the year-specific problem above, it is probably reasonable to conclude that sufficient and similar numbers of alumni, parents, and prospective students, related to the colleges since 1970, responded to the survey for comparative purposes among the colleges.

Instrumentation

Two instruments were developed to gather data for the study. The Environmental Relations Interview Guide (See Appendix B) with open-ended and closed-ended questions was developed to acquire information related to environmental relations activities from the presidents and

two administrators selected by each president at the colleges. By means of the interview guide information was collected concerning the following variables: 1) linkages with external organizations; and 2) the environmental relations profile (See Figure 1) regarding external relations policies and procedures.

The Environmental Relations Effectiveness and Awareness Survey (See Appendix B) with closed-ended items and Likert-type scales was constructed to acquire data from administrators, faculty, and the four external publics regarding the effectiveness and awareness variable. The survey instrument contained three sections. Section I consisted of questions concerning personal data about the respondent; section II provided an opportunity for respondents to indicate their perceptions regarding the effectiveness of 29 environmental relations activities at their college and a general assessment of the overall effectiveness of the college's environmental relations activities; and section III involved an awareness scale containing fifteen items peculiar to each college.

In section I of the survey the respondent was invited to indicate whether he/she was an administrator, faculty member, trustee, alumnus, parent, or prospective student, and when their involvement with the college had occurred. Administrators and faculty were also asked to indicate the number of years they were employed at the college and years in present positions. They were also provided space to describe any formal training or experience they had received in environmental relations activities.

Section II of the survey contained two parts, column A and column B. A total of 29 items of environmental relations activities

were generated and classified under four major categories of information flow to external publics. The Baskerville (1975) instrument concerning public relations at church-related colleges, and Spittal's (1975) college image instrument were useful in the generation of the 29 items. Respondents were requested to indicate their perceived effectiveness of each item on a Likert-type scale in column A. In column B the respondent could register that each item in column A accommodated the dissemination of information from the college concerning one of the following: program offerings, financial matters, campus activities. A final question in section II occasioned an overall assessment of the effectiveness of the college's environmental relations activities.

Section III contained a fifteen-item awareness scale. The fifteen items were developed from interview data received from the colleges' administrators. The awareness scales were college-specific and provided respondents with an opportunity to indicate their level of awareness of environmental relations items at their college.

A pilot study was conducted at the Canadian Bible College in Regina, Saskatchewan during the latter part of August and early part of September 1978 to establish the validity and reliability of the two instruments.

Validity and Reliability. Regarding validity and reliability, Englehart (1971:151) suggested:

> The characteristics of a test most fundamental to its effectiveness and which is contributed to by all other desirable characteristics is its validity--how well it measures what it is designed to measure . . . . Similarly, reliability most simply refers to the consistency with which the scores on a test are related to the scores on the same test given a second time.

Participants in the pilot study were invited to evaluate the clarity of each item in the Environmental Relations Effectiveness and

Awareness Survey. There also were four evaluation questions in the Environmental Relations Interview Guide which invited interviewees (the president and two other administrators) to comment on the clarity of the questions, and also provided for suggestions of any items which should be added to or deleted from the guide.

The six publics of the college described in Table 1 were selected to complete the Environmental Relations Effectiveness and Awareness Survey. Administrators, faculty and alumni responded with a 50 percent or

Table 1

Pilot Study Respondents

Public	Possible Return	Actual Return	Percent of Possible Return
Administrators	8	6	75
Faculty	14	12	86
Trustees	16	5	31
Alumni	30	15	50
Parents	30	13	43
Prospective Students	30	5	17
Total	128	56	44

better return of the survey. Prospective students had the fewest returns with 17 percent. The overall rate of return was 44 percent which provided a total of 56 responses.

Data received through the pilot study indicated that the

instruments had a level of face validity and, with minor revisions, constituted an appropriate means for collecting information related to the research problem.

A Spearman-Brown split-half reliability test was applied to the data gathered through the Environmental Relations Effectiveness and Awareness Survey in the pilot study. The following reliability coefficients were derived: 0.84 for column A and 0.76 for column B in section II, and 0.81 for the awareness scale in section III. In light of these results the instructions for the survey instrument were reworded and important points underlined. Spearman-Brown split-half reliability tests were also performed on the data derived from the returns in the sample with the following results: 0.88 in column A and 0.84 in column B of section II, and 0.91 in section III.

The analysis of the data in the pilot study indicated that the Environmental Relations Interview Guide and Environmental Relations Effectiveness and Awareness Survey were valid and reliable means for data collection in this study.

Data Collection

Data collection occurred in two stages. First, a three-day visit was made to each of the three colleges during September and October, 1978. Approximately two-hour interviews were conducted with the presidents and two other administrators selected by the presidents as being knowledgeable in environmental relations activities at each college. Informal conversations at each college with students, secretaries, faculty members, and other administrators contributed to a general perspective on the colleges' environmental relations efforts. Promotional literature and other environmental relations documents were collected for content analysis.

The interview and documentary information gathered at each college provided the basis for constructing a fifteen-item list of environmental relations activities peculiar to each college. The list compiled at each college comprised the awareness scale (section III) in the Environmental Relations Effectiveness and Awareness Survey which was distributed to the administrators, faculty, and four external publics at that college.

The second stage consisted of mailing the Environmental Relations Effectiveness and Awareness Survey to alumni, parents, prospective students, and trustees at each college. The presidents of each college also distributed Environmental Relations Effectiveness and Awareness Surveys to the administrators and faculty at their institutions. The surveys were collected and returned to the researcher with 87 percent response rate.

Two follow-up letters, written and signed by the college presidents, were sent to the sample of external publics. The first follow-up letter was distributed approximately one week after the survey was mailed, and the second, approximately two weeks after the first follow-up letter. (The effect of a national postal strike which occurred during the distribution of the surveys and follow-up letters cannot be determined. All three colleges reported that some respondents received a follow-up letter but had not received the initial letter containing the survey, and it is reasonable to assume that some surveys were lost in the mail or set aside and forgotton by potential respondents because of the mail strike.) Six weeks after the initial mailing, the return from alumni at Concordia College was approximately one-half the return from the alumni at the two other colleges, in part, perhaps because the Concordia schedule was interrupted more directly by the

postal strike. Consequently, a third follow-up letter was distributed only to the sample of Concordia's alumni. A total response rate of 49 percent was obtained from the sample of external publics (See Appendix A for a detailed distribution of returns).

Description of the Respondents

The respondent groups consisted of six similar publics related to each of the three colleges. Two groups were internal to the colleges, including administrators and faculty; four groups were external to the colleges including trustees, alumni, parents of present or former students, and prospective students. Each of these respondent groups will be discussed relative to the three colleges. A summary of returns from each group by colleges is presented in Table 2. (The complete distribution and rate of return is provided in Table 45 in Appendix A.)

Administrators. A similar number of administrators returned the survey from the three colleges, with Briercrest returning 9, Western 7, and Concordia 9. Administrators had been employed at the colleges for the following mean years: Briercrest 9.44; Western 2.88; and Concordia 4.57. Regarding time in their present positions at the college, the administrators had worked in their present areas for mean years of 5.9 at Briercrest, 2.8 at Western, and 2.3 at Concordia. Briercrest's administrators had been at the college about three times as long as Western's and about twice as long as Concordia's administrators, while time in their present position was about twice as long for administrators at Briercrest than for their counterparts at the other two colleges.

Training in environmental relations for administrators had consisted largely of short seminars, though at least one administrator at each college had completed one or two undergraduate courses in journalism,

Table 2

Environmental Relations Effectiveness and Awareness Survey Return[1] by Selected Publics Among the Colleges

College	Public	Possible Return	Actual Return	Percent of Possible Return
Briercrest	Administrators	11	9	82
	Faculty	26	23	88
	Trustees	27	23	85
	Alumni	96	52	54
	Parents	98	54	55
	Prospective Students	97	28	29
Western	Administrators	10	9	90
	Faculty	8	8	100
	Trustees	17	14	82
	Alumni	97	56	58
	Parents	96	45	47
	Prospective Students	86	35	41
Concordia	Administrators	8	7	86
	Faculty	30	22	73
	Trustees	12	9	75
	Alumni	80	36	45
	Parents	83	24	30
	Prospective Students	81	14	17
Total		963	468	49

[1] A complete distribution and return of the survey is provided in Table 45 in Appendix A

creative writing, or public relations. At Briercrest, 1 out of 9, or 11 percent of administrators indicated some formal training in environmental relations; 4 out of 9, or 44 percent of administrators at Western indicated environmental relations training; while 2 out of 7, or 29 percent of administrators at Concordia had some formal training.

All three colleges gave evidence that a higher percentage of administrators stated that they had experience in environmental relations activities. Administrators at the colleges with experience relevant to external relations were as follows: Briercrest 3 out of 9, or 33 percent, Western 6 out of 9, or 67 percent, and Concordia 5 out of 7, or 71 percent. Several administrators at the colleges had been involved elsewhere in the development of brochures and catalogues, and some form of fund-raising activity.

Faculty. Faculty members responded with 23 returns at Briercrest, 8 at Western, and 22 at Concordia. Faculty members had been employed at the colleges for the following mean years: Briercrest 7.6; Western 4.1; and Concordia 6.2. They had served in their present positions for the following mean years: Briercrest 4.2; Western 3.5; and Concordia 4.2. Western's faculty had been at the college slightly over half as long as Briercrest's and about two-thirds as long as Concordia's. Relative to the number of years in their present positions, Briercrest's and Concordia's faculty were virtually the same.

None of Western's 8 or Concordia's 22 faculty members indicated that they had any training in environmental relations. At Briercrest, 6 of the 22 faculty members reported having some formal training in environmental relations.

With respect to environmental relations experience, the

following number of faculty members indicated that they had some experience: Briercrest, 16 out of 22, or 73 percent; Western, 4 out of 8, or 50 percent; and Concordia, 8 out of 22, or 36 percent. Environmental relations involvement commonly pursued by faculty at the three colleges included student musical team itineraries, catalogue and brochure development, fund-raising activities, and faculty seminars.

Trustees. The number of trustee returns was 23 for Briercrest, 14 for Western, and 9 for Concordia. Approximately one-half of the trustees at each college supplied information regarding the number of years they had served as trustees. Of Briercrest's trustees that responded to the service question, the majority began serving the college before 1970. For Western's and Concordia's trustees, the majority had begun service during the 1970s.

Alumni. The number of returns for alumni at the colleges were 52 at Briercrest, 56 at Western, and 36 at Concordia. In the four external publics, the alumni rate of return was second only to that of the trustees. The one exception was Briercrest where the response rate of parents was slightly higher than that of alumni. Over 73 percent of the responding alumni indicated that they had attended college since 1970.

Parents. The majority of parents of former or present students of the three colleges indicated their son or daughter had attended college during the seventies. The percentage of responses was much lower for Concordia's parents with 30 percent compared to 47 percent at Western, and 55 percent for parents at Briercrest.

Prospective students. For all three colleges the returns from prospective students were lower than the returns for any of the other

external publics. Western's prospective students responded with 41 percent which was more than twice Concordia's 17 percent, and about one-third more than Briercrest's 29 percent. About 48 percent of potential student respondents gave the year of their high school graduation. The range was from 1966 to 1980. This seemed to suggest that even a few older potential students were on the mailing lists for the colleges.

Summary. Briercrest's administrators had served the college longer and had been employed in their present positions longer on the average than had the administrators at the other two colleges. The majority of administrators at the colleges had no formal environmental relations training. However, a large percentage of the administrators serving the colleges had "hands on" experience in environmental relations at their college.

Faculty members had on the average served longer and had been in their positions longer at Briercrest and Concordia than at Western. More Briercrest faculty members had training in environmental relations than had faculty members at Western or Concordia. The number of years of faculty member experience in environmental relations was highest for Briercrest and the lowest for Concordia.

Briercrest's trustees had longer terms of service than those at the other two colleges, with some members serving since the 1940s, 1950s, and 1960s. One trustee at Western began service in the 1960s. All other trustees at Western and Concordia began serving in the 1970s.

Alumni, parents, and prospective student publics seemed to have had contact over similar periods of time with the colleges and, therefore, constituted appropriate samples for comparative analyses.

Data Treatment

Two different treatments, descriptive and inferential, were used in the data analysis.

College description. The data collected by means of the Environmental Relations Interview Guide were categorized in a descriptive format. The categories used to organize these observations into environmental relations profiles were: formalized linkages, administrative initiative, administrative intensity, and the scope of environmental relations activities at the colleges. The content analysis of the environmental relations documents gathered from the colleges provided additional data which were incorporated into the environmental relations profiles.

To provide a basis for profile comparison, item-frequency numbers were assigned to each item categorized under four major types of information flow. The major categories consisted of paper information flow, mass media information flow, off-campus activities involving staff and students, and campus visitations. The assigned unit value for items relative to these categories was usually a simple frequency for the item being analyzed. However, in some cases, a ratio of the staff/student component was utilized to determine the assigned unit value for an item.

A size index composed of administrators, faculty, support staff, and student body at each college was applied to the total assigned unit values to provide a more direct comparison of the college's profiles. The size index for Briercrest was 614; for Western, 236; and for Concordia, 352.

Statistical analysis. The data generated by the Environmental Relations Effectiveness and Awareness Survey were in the form of

responses to various environmental relations activities on Likert-type scales. The data were keypunched on computer cards and analyzed by the Division of Educational Research (DERS) at the University of Alberta. The Statistical Package for Social Sciences (SPSS) program "Frequencies" was employed to determine the frequencies in each category by college. The frequencies were used to calculate the percentage of returns and to describe the six selected publics for each college.

The second program consisted of the F-test for comparing variances within and among the colleges' publics. The DERS program ANOV 15 for one-way analysis of variance was utilized with the 29 items in section II, column A of the survey and item 30, the overall effectiveness item. All 30 items consisted of Likert-type scales which provided interval data that were compared within and among the colleges' publics. The 29 items were collapsed into four major information flow categories to determine significant differences in perceptions of effectiveness among college publics. The ANOV 15 program was also used for analyzing the level of awareness data in section III of the survey. The .05 level of significance was used in examining the F ratios, and a .10 level of significance was employed in evaluating the Scheffé analyses.

The third program employed was the SPSS program, "Crosstabs." This statistical package generated a crosstabulation and Chi Square test of statistical significance for the categorical data in section II, column B of the survey instrument. The respondents were requested to indicate whether program offerings, financial matters, or campus activities were most effectively communicated by each of the 29 items of environmental relations activities. The data again collapsed into four

major categories of information flow and the differences between the publics within and among the colleges were examined at the .05 level of significance.

SUMMARY

The methodological approach to this study involved the selection of three church-related colleges with varying degrees of formalized linkages to their external environments. Two instruments, an interview guide and a survey, were developed for data collection. The president and two administrators at each college were interviewed to provide data relevant to the environmental relations profiles of the colleges. Faculty members, administrators, and a sample of individuals representing the four external publics (trustees, alumni, parents, and prospective students) completed the Environmental Relations Effectiveness and Awareness Survey. Data collected by these means were compiled to analyze the sub-problems of this study.

CHAPTER 4

COLLEGE DESCRIPTIONS

Chapter four portrays the general setting of each college. The discussion focuses upon the historical context and formalized linkages with external organizations. These descriptive data were derived by means of interviews with college presidents and selected administrators and by examination of environmental relations documents at each college. The college descriptions address sub-problem 1 set forth in Chapter 1.

HISTORICAL CONTEXT

Briercrest

A small group of persons from various denominations provided the impetus for founding Briercrest Bible Institute. The coeducational school opened October 29, 1935 in the village of Briercrest, Saskatchewan, located twenty miles southeast of Moose Jaw. From an enrollment of eleven in 1935, the college grew to a student body of five-hundred and sixty-seven by the Fall of 1978. The curriculum emphasis during the forty-three year history of the college had centered largely around Bible and theological subjects with the purpose of preparing men and women for service in the churches of Western Canada. The majority of graduates used the training they obtained at Briercrest as a basis for lay service in their local churches. Some students proceeded to university for professional education, some left school to enter various occupations, whereas others pursued seminary studies and were ordained as clergymen or commissioned as missionaries by various denominational groups.

By 1946, with increased enrollments, the college buildings at Briercrest were inadequate and larger facilities were required. Therefore, the Royal Canadian Airforce Training Base known as Caron Airport, located fifteen miles west of Moose Jaw, was purchased. The college was moved from the village of Briercrest to "Caronport" in the fall of 1946. Many of the original airport buildings were remodeled, and have provided living accommodations and study facilities for the college.

In more recent years, with the continual expansion in the student body (See Table 3), an extensive building program has been undertaken. New facilities, including administrative offices, classrooms, faculty offices, library, and student residences have been constructed.

Academically, Briercrest has upgraded its faculty through the years by assuring that new faculty members hold a master's degree and providing study sabbaticals for continuing members. Of 26 full-time faculty members, sixteen hold master's degrees. Four faculty members are in the process of completing doctoral studies. The chancellor of the college has recently received an honorary doctorate. The self-study process required for accreditation resulted in the establishment of teaching objectives in all courses taught at the college. Briercrest was accredited with the American Association of Bible Colleges in 1975. Though still a college primarily teaching Bible and theological subjects, curricular upgrading has brought expansion in general education offerings, particularly in the humanities and the social sciences.

Briercrest offers the Bachelor of Religious Education (B.R.E.) degree in pastoral studies, Christian education, Christian education-

Table 3

Briercrest Enrollment
1970-78

Academic Year	Enrollment
1970-71	262
1971-72	321
1972-73	400
1973-74	428
1974-75	432
1975-76	482
1976-77	501
1977-78	507
1978-79	567

music, and general and Biblical studies. The college also offers a Bachelor of Sacred Music degree (B.S.M.). All degree programs are three-year programs following senior matriculation, or four years in duration with junior matriculation as a prerequisite. In 1978, a B.R.E. honours program was added, providing a fourth and integrational year at the college.

Library holdings comprise about 23,000 volumes with 340 periodicals fully catalogued. Through association with the Palliser Regional Library, faculty and students have access to 70,000 books in the Moose Jaw Public Library and also to full inter-library loan services through the Saskatchewan Provincial Library.

Western

In 1941, at a British Columbia District ministerial conference of the Pentecostal Assemblies of Canada (PAOC), interest was expressed in the establishment of a Bible college. An invitation was extended by the official board of the Glad Tidings Tabernacle of Victoria to make that church's facilities available to the proposed school. Consequently, in the fall of 1941, the British Columbia Bible Institute was organized and day classes commenced in the church facility. In 1962, the name of the institution was officially changed to Western Pentecostal Bible College.

The initial and primary educational purpose of the college was to provide theologically trained leadership for PAOC churches in British Columbia. Though many Western students have provided lay leadership in various capacities in local congregations, 55 ministers (46% of a total of 115) serving PAOC churches in British Columbia in 1978 were alumni of the college.

As the college program developed and enrollment increased, there was a growing need for a larger campus including student residences. In 1951, the Kingsley Boy's School in North Vancouver was purchased and the college became a residential institution.

By 1961 the District Conference expressed interest in planning a new and expanded campus. Specific action was taken in 1966, with the purchase of suburban property in Clayburn, near Abbotsford, British Columbia. After a district-wide funding campaign, construction on the 83.9 acre site began in 1973 and the college moved to the new campus in 1974. Enrollments have increased substantially since Western moved to the Clayburn campus (See Table 4). Accordingly, new campus construction

in recent years has included a large academic complex with classrooms, library, chapel, offices, cafeteria, and single and married student residences. A large gymnasium-auditorium complex was under construction in 1978.

Table 4

Western Enrollment

1970-78

Academic Year	Enrollment
1970-71	80
1971-72	88
1972-73	85
1973-74	110
1974-75	146
1975-76	147
1976-77	128
1977-78	174
1978-79	209

Endorsement for an expanded curriculum and general academic upgrading was granted by the District Conference in 1966. Along with the traditional Bible and theology courses, some general education courses were added in the humanities. Four of the eight full-time instructors have master's degrees, and one faculty member holds an earned doctorate.

The college offers two-year, three-year, and four-year programs. The two- and three-year programs lead to the diploma of the college. Completion of the four-year program, with emphases in either religious education, Bible, pastoral theology, or theology, provides students with the equivalent of a Bible college degree. The college continues to offer diplomas rather than degrees because of certain traditions in the PAOC that academic degrees may tend to liberalism in theology. That the four-year diploma programs are commensurate with a Bible college degree seems to be supported by the American Association of Bible Colleges' (AABC) recognition of Western. After a recent visit by an evaluation team from AABC, the college was moved from applicant to candidacy status in the accreditation process.

Current library holdings include 15,000 volumes primarily in Biblical and theological literature and 91 periodicals. Regarding library resources, the AABC evaluation team's report (1978:7) suggested:

> With limited personnel, financial, and physical resources available to the library in recent history, it is almost surprising to see a useable library operation. Indeed, a good foundation has been laid for the future.

There are indications that the administration will support increased funding for continued expansion of library resources.

Concordia

Concordia was founded in 1921 at the request of the Lutheran Church--Missouri Synod's Board of Higher Education in St. Louis (U.S.A.) to establish a junior college in Canada. The purpose of the college was to train young men for preaching and teaching ministries in Canadian churches of the Lutheran Church--Missouri Synod.

From a student body of 25 in 1921, the college had grown to 306

in 1978. For the first few years the college rented facilities in the Caldonian Temperance Hotel in Edmonton, Alberta. A men's dormitory, administrative offices, and classrooms were located in the hotel. In 1924, a campus development project was initiated, culminating in construction of an administration-classroom building and a men's dormitory on property adjacent to Ada Boulevard in Edmonton. The college moved to the new facilities in 1926 and has maintained the same campus to the present time. During the 1950s, a gymnasium, women's dormitory, and administration complex were constructed on the campus. A fire in 1978 which destroyed the gymnasium occasioned a fund-raising campaign (Operation Phoenix) to replace and expand the gym facility.

Originally, the student body was comprised of men; however, between 1926 and 1936 some women also attended the college. In 1947, the college again became a coeducational institution and has continued with that pattern.

Enrollments were static during the early 1970s (See Table 5), but have increased significantly since 1975. Though remaining approximately the same in total number, the percentage of students preparing for direct church ministries had decreased as the student body expanded. As the college moved toward affiliated status with the University of Alberta, the faculty was strengthened to meet basic transfer requirements. The college had 7 full-time instructors with earned doctorates and 11 with master's degrees. There were also 7 part-time instructors with earned doctorates and 6 holding master's degrees.

Although the initial purpose of the college was to provide the denomination with trained persons for church leadership, the educational program now included two streams. The larger stream comprised students

who were in university transfer programs for one or two years. These students began their university studies at Concordia, transferred directly to the University of Alberta, or other degree-granting institutions, and served the church in lay capacities. The smaller stream continued to prepare men and women for full-time church ministries.

Table 5

Concordia Enrollment

1970-78

Academic Year	Enrollment
1970-71	63
1971-72	65
1972-73	71
1973-74	60
1974-75	67
1975-76	210
1976-77	272
1977-78	266
1978-79	306

Concordia provided courses related to professional church-related careers, including programs for pastoral ministry, parish work, social work, deaconess ministry, Christian education, Bible translation, and literacy work. However, the majority of students pursued arts, education, and science programs which provided for transfer to the University of

Alberta or other degree-granting institutions. No degrees have been conferred by the college since all programs were two years in duration. Ministerial students usually transferred to one of the Lutheran seminaries for the completion of degrees.

The college library in 1978 contained 22,000 volumes with limited space for expansion in the existing facilities. However, library enlargement was in the planning process. Concordia also had an arrangement for limited access to the University of Alberta libraries.

FORMALIZED LINKAGES

The small church-related college in Canada has functioned largely outside the mainstream of postsecondary developments. Consequently, interorganizational linkages with provincial agencies have been minimal. Some colleges have pursued accreditation with a postsecondary accrediting body, or affiliation with a provincial university. In the main, church-related colleges have established linkages with churches and the denominational leadership of their founding denominations and, in the case of the independent college, with various denominations which have shown interest in the college's program.

In examining college environmental relations for each college, three types of linkages were considered: provincial government, postsecondary institution, and church denomination.

Briercrest

As an independent interdenominational college, Briercrest maintains minimal interorganizational linkages with the provincial government and other postsecondary institutions in Saskatchewan, but actively cultivates informal liaison with several denominational groups.

Provincial government linkage. One of the initial contacts Briercrest made with the Saskatchewan government was its application for a charter. Final assent was given to the Act of Incorporation for Briercrest by the Legislative Assembly in 1939. The original bill was amended on three occasions after 1939.

In 1955, the Act of Incorporation was updated to include the college's new location at Caronport and to provide for an 80 percent reduction in taxes for campus buildings. In 1972, the Act of Incorporation was amended to allow the college to own land apart from the immediate college property. The most recent amendment occurred in 1974 when the Legislative Assembly granted Briercrest the power to offer degrees in theology and sacred music.

The factors which led to the original Act of Incorporation and its succeeding amendments, seemed to be those of legitimization and upgrading to more accurately reflect the educational trends at the college. The formal linkage with the provincial government in 1939 was initiated by the establishment of the Bible college and its need for legal and tax exemption status in the province. Amendments to the Act were occasioned by the college move to Caronport, by acquisition of gifts of land, and by academic upgrading in keeping with accreditation interests.

Postsecondary institution linkage. No formalized linkages exist between Briercrest and other postsecondary institutions in Canada. However, a move toward accreditation status with the American Association of Bible Colleges (AABC) was made by Briercrest in 1969. The college embarked on a self-study process during 1971-72 that involved the faculty, administration, and several board members.

Following the submission of the self-study reports in September 1972, the AABC appointed an evaluation team to visit the campus. Briercrest was granted associate membership in April 1973. After additional committee work and upgrading activities outlined by the AABC, Briercrest received full accreditation in October 1975. Although accreditation does not constitute a formalized linkage, it represents an associational relationship leading towards standardization and information sharing.

Denominational linkage. Briercrest had no formalized linkage with any denomination; however, a tradition of association for mutual benefit existed with individual churches and individual church members. Various churches throughout Canada and western United States have permitted and, in some cases, encouraged representation from the college at youth conferences and church services. Some churches have encouraged their youth to attend Briercrest, especially those churches where Briercrest alumni were serving as pastors or in other leadership capacities.

Western

As a denominational college, Western has had minimal linkages with the British Columbia provincial government, no linkage with any other postsecondary institution in British Columbia, but a formalized agreement with the Pentecostal Assemblies of Canada (PAOC).

Provincial government linkage. During the early developmental period at Western, the college was organizationally within one of the local churches associated with the British Columbia District of the Pentecostal Assemblies of Canada. Consequently, the college functioned within the national charter granted to the PAOC British Columbia District.

It was not until March 1967 that the college requested and was granted a charter by the British Columbia provincial legislature. The provincial charter recognized Western as an institution of higher learning and conferred upon it the power to provide instruction and grant degrees in theology, religious education, and sacred music.

The Act to Incorporate Western provided that the district conference could make rules or by-laws for the government of the college. The Act has not been amended to 1978. Various definitions regarding the college's legal relationship with the PAOC British Columbia District were outlined in the ten by-laws.

Denominational linkage. The formalized linkage between Western and the PAOC British Columbia District specifies that the college is the educational arm of the denomination. The by-laws of the Act of Incorporation indicate that, "all actions and activities of this college shall be subject to the consent and approval of the Conference of the B. C. District" (Article II). Furthermore, Article II states that:

> The standard for all Biblical and theological interpretation set forth by the college faculty in the classroom and chapel, and the basis for all outlooks and practices taught and exemplified by the college faculty and staff, shall be those constituting the "Statement of Fundamental and Essential Truths" set forth as Article V of the General Constitution of the PAOC.

The board of governors for the college was comprised of three ex officio members including the executive of the B. C. District of the PAOC (chairman), the national executive director of the Bible College Department of the PAOC, and the president of Western. Other members, half of whom were non-clergy, were elected by the B. C. District Conference for two-year terms of office with a total term not to exceed six years.

The board of governors was authorized by the denomination to

acquire, use, hold, sell, lease, alienate, or dispose of real and personal property and had the whole management of the financial affairs of the college. However, the board needed B. C. District Conference approval for any new plant expenditure in excess of $25,000. The board also had the power and authority to appoint or remove any employee of the college. The board met not less than twice a year, and provided an annual report to the B. C. District Conference through the president's office.

The by-laws establishing specific functions of the linkage between the college and the denomination may be "amended by a two-thirds majority of those present and voting at an annual meeting of the Conference of the B. C. District of the PAOC . . ." (Article X).

Concordia

As a denominational and affiliated college, Concordia had formalized linkages with the provincial government, a major university, and the Lutheran Church--Missouri Synod.

Provincial government linkage. Through much of its history, Concordia had functioned as a legal entity under the charter granted to the Lutheran Church--Missouri Synod, Alberta-British Columbia District in 1944. Titles to property at Concordia were held, along with those of 15 other junior colleges in the United States, in the denomination's North American headquarters at St. Louis, Missouri. Governance of the college was maintained through a board of control composed of members from the denomination's districts throughout North America. However, in 1978, the college proceeded with a private members bill in the Alberta Legislature requesting that the college be chartered as an educational institution under the direction of a board of regents. The bill was

given final assent in May 1978 and Concordia was incorporated as a college within the Lutheran Church--Missouri Synod, Alberta-British Columbia district rather than within the entire Missouri Synod in North America. Governance in 1978 became the responsibility of a board of regents representing the four western provinces in Canada rather than the board of control representing districts all over North America.

The Concordia College Act (1978) provided for the board of regents to consist of twelve members who shall manage and administer the property, revenues, business, and all other affairs of the college. Nine of the twelve-member board are elected by church representatives at district conferences in the four western provinces; three additional members were appointed by the nine elected members.

Since 1969, and the Assistance to Private Junior College Act of the Alberta Legislature, Concordia has been eligible for public funds administered through the Department of Advanced Education and Manpower. Originally, the funding was premised on student enrollments which averaged around 60. As student enrollments increased, the funding agreement was changed to a basic grant for the college. In 1978 that grant amounted to 55 percent of the academic program budget or 48 percent of the overall operational budget of the college.

Postsecondary institution linkage. Concordia has acquired an affiliated status with the University of Alberta for first and second year programs in arts, science, and education. The affiliated status in these faculties indicated that the instructor's qualifications, quality of instruction and facilities, matriculation requirements, entrance standards, and examinations satisfied standards set by the University of Alberta. The affiliation agreement with the University

of Alberta for first year transfer programs was finalized in 1967, and second year programs in 1975.

Though formally affiliated with the arts, sciences, and education faculties at the University of Alberta, transfer agreements for other faculties could also be arranged. Successful completion of Concordia's transfer programs qualified a student as a candidate for admission to quota faculties in the university.

Denominational linkage. As indicated earlier in this chapter, Concordia is a college of the Lutheran Church--Missouri Synod. From 1921 until recent years the college was governed by means of the church's board of control, comprised of six members elected at biennial conventions of the Synod, and funded largely through church support.

Since 1967, the college had been eligible for basic grants from Alberta Advanced Education and Manpower, although the Synod continued to provide support for approximately one-half of the college's budget (1978). Until 1978, the board of control was elected by denominational representatives from all districts in North America. Consequently, the board was not truly representative of Concordia's primary constituency--the four western provinces of Canada. In 1978, the college pursued the incorporation of a board of regents which would be representative of the Synod's three western Canadian districts: Western Ontario, Saskatchewan/Manitoba, and Alberta/British Columbia. Subsequently, the Synod transferred the governance of Concordia to these districts in Western Canada. Present plans indicate that the college should receive all of its church support from the three western districts by 1980.

SUMMARY

This chapter presented a historical perspective of three church-related colleges and described the various formalized linkages of each college with provincial governments, other postsecondary institutions, and church denominations.

Briercrest, an independent church-related college, had a charter (1939) with the Saskatchewan provincial government, associational accreditation with the American Association of Bible Colleges, and a tradition of association for mutual benefit with churches and church leaders. The college had no formal linkages with other postsecondary institutions or denominational groups.

Western was a denominational college that served as the educational arm of the British Columbia District of the Pentecostal Assemblies of Canada. The college was incorporated by the British Columbia Legislature (1967), but had no other formalized linkages with the provincial government. Western had candidacy status for accreditation with the American Association of Bible Colleges, but had no formalized linkages with other postsecondary institutions.

Concordia, a church-related college governed by the western Canadian districts of the Lutheran Church--Missouri Synod, was affiliated with the University of Alberta. The college recently gained a measure of independence from the American-based Synod through the Concordia College Act (1978) which provided for a totally Canadian board of regents to govern the college.

CHAPTER 5

ENVIRONMENTAL RELATIONS PROFILES

This chapter provides a description of the environmental relations profiles of each college. The data were collected through interviews with college administrators and focus upon initiative, intensity, and scope of environmental relations activities at each college. The description of each aspect of environmental relations includes a brief longitudinal perspective. In the final section, the presidential involvement in environmental relations activities and the perceived effectiveness of those activities will be discussed.

INITIATIVE

Environmental relations activities initiated by administrators at each college are discussed under the following headings: 1) paper information flow; 2) mass media information flow; 3) off-campus activities involving college staff and students; and, 4) campus visitations.

Briercrest

Paper information flow. Early in the development of Briercrest, administrators utilized printing as a means for communicating with external publics. Briercrest has published The Echo for 36 years. Usually under fifteen pages in length, this quarterly publication contained editorials and general articles concerning theological issues along with general information about the college. The Echo, edited by the director of public

relations, was distributed to alumni, parents, donors, and other interested constituents who are on the general mailing list.

The Alumni News, another quarterly publication containing fewer than thirty pages, was edited by the alumni director. Letters from alumni and information regarding current staff and student activities constituted the major content of The Alumni News.

Thirteen informational brochures produced by the college could be classified according to their content as follows: four related to program offerings, four to conferences open to the public, two contained short essays by faculty, one described investment opportunities for interested donors, one provided a monthly calendar listing activities at the college, and another explained the sports program. From six to eight letters written by the president or director of public relations were distributed annually.

Briercrest advertised regularly in ten church-related periodicals. A professional advertising agency usually prepared the manuscripts and art work for the advertisements.

An eighty-page college catalogue, published annually, provided coverage of general information, student life, and educational topics. A mini-catalogue of about one-half the size of the regular catalogue presented similar topics in an abbreviated form.

Students, under the direction of a faculty advisor, produced an annual yearbook depicting life at the college from the students' point of view.

Mass media information flow. For forty-two years the college has produced the Briercrest Bible Hour, a radio broadcast released weekly through radio stations in Regina, Swift Current, and Shaunavon. News

releases concerning special college functions were occasionally made available to newspapers, television, and radio stations.

Off-campus activities involving college staff and students. College staff and students were engaged in tours, faculty speaking engagements, regional alumni meetings, and fund-raising dinners. During 1978, the student tours included four musical teams visiting churches in western parts of Canada and the United States. Two college choirs also toured in Canada. Administrators and faculty members were frequently engaged in seminars or church services in various communities. Alumni meetings were promoted and attended by staff from the college. Promotional banquets were held primarily in Western Canada during the fall and winter months.

Campus visitations. Prospective students were encouraged to visit campus on L.A.B. (Life at Briercrest) weekends. Living in the dormitories, attendance at classes, and participation in extracurricular activities constituted a part of L.A.B. Each year, a fall missionary conference and spring Bible conference attracted parents, alumni, and other interested persons for three-day visits to the campus. The annual choir and band concerts also attracted general public interest.

An annual youth retreat weekend was attended by 1100 high school students from the four western provinces and several western states in February 1978. Sporting activities, films, slide presentations of campus life, and chapel services were organized for students and visitors. A basketball camp in the summer provided similar opportunities for high school students interested in basketball.

Trustees of the college visited the campus twice during the year for regular board meetings. An advisory council of 102 individuals

attended a council meeting annually on campus.

A longitudinal perspective. By examining changes in administrative initiatives for 1977 and 1978, and by projecting further changes for 1979 and 1980, a longitudinal perspective was developed.

In 1976, the college was advertising in three fewer periodicals than it was in 1978. The sports brochure and a program brochure explaining the summer studies (May and June) were not in production in 1976. News releases were fewer and of lower quality, and there were no fund-raising banquets off campus. Neither the L.A.B. weekends nor the summer basketball camps were operational on campus.

Projecting into the future, the administration indicated that brochures regarding specific educational programs should become available by the end of 1980. There was a generally held belief that additional official contacts with businessmen and general fund-raising activities would be increased. A shift in team tours was also envisaged. Rather than solely sponsoring musical teams, drama and other special emphasis teams (e.g. a team for youth camps) could be established by 1981.

Western

Paper information flow. The primary vehicle for regular communication to external publics at Western was the Campus News. This six-page tabloid, edited by the president, had been published monthly, except August and December, for thirteen years. The Campus News publication contained information about campus activities, enrollment and financial matters, staff appointments, philosophical aspects of Bible college education, and inspirational material. The college periodically contributed articles to the Fellowship News, a PAOC British Columbia District publication. Western also advertised in the national PAOC

periodical on a regular basis.

Nine informational brochures were used to inform external groups regarding various aspects of the college. Three provided a general overview of Western's educational program; three focused upon fund-raising for campus building projects; two contained addresses by the director of development; and one was a mail-in item for requesting additional information about the college.

The college also provided a twelve-month calendar imprinted with the college's logo to the general constituency.

Annually, the college produced a catalogue of approximately 100 pages. The catalogue provided information concerning general activities at the college, student life, financial matters, academic affairs, program offerings, and college personnel. The catalogue was distributed annually to the 115 churches in the PAOC B. C. District.

Another annual publication was a yearbook produced by staff members and students characterizing college life in general.

The college prepared four or five letters a year for the constituency. These letters were generally written by the president, academic dean, or director of development.

Mass media information flow. Western had no organized program for exposing the college to the general public through various mass media channels.

Off-campus activities involving college staff and students. Staff and students visited different PAOC churches during the past school year to make musical presentations and deliver sermons. A promotional slide presentation produced by the college was also presented in PAOC churches.

College representatives attended the annual PAOC district youth convention. Informational packets regarding college program offerings, housing, financial matters, and entrance requirements were distributed. College representatives were available for interaction with prospective students.

During the month of May, a student team and staff member toured several of the denomination's churches in British Columbia. One choir and one stage band also toured during the spring, representing the college at PAOC churches in the district.

The president presented a detailed report pertaining to the overall operation of the college at the annual conference of British Columbia District PAOC.

Campus visitations. The college organized an annual campus day at the college. Invitations were circulated among the PAOC churches, inviting prospective students to visit the campus. Approximately 150 visitors attended campus day during the past year.

Several camps and conferences were convened on the college property each summer. Conference guests were encouraged to visit college facilities. Western representatives attended most of these conferences to represent the college and to dialogue with prospective students and donors.

Since Western is the postsecondary educational arm of the PAOC, church leaders and other church members periodically visited the campus. Campus tours were available for all visitors through the development department.

The board of trustees met on campus each October and January to formulate policy and provide direction for the college. The executive

committee of the board convened two or three times between board sessions.

A longitudinal perspective. In 1976 the college did not utilize any direct-mail activities. Otherwise, the environmental relations activities were similar to those of 1978.

Projecting two years into the future, the administrators propounded that an effort would be made to communicate to external publics through the mass media.

Concordia

Paper information flow. Concordia published a six to eight-page monthly newspaper, the Aurora Borealis. This publication was distributed to a partial list (1,500) of the general mailing list (7,000). The newspaper, edited by the director of development and communications, included general interest articles, editorials, and pictures related to college activities. The Aurora Borealis provided a regular channel for communication to selected individuals interested in the college.

The Old Aurora Borealis was a quarterly alumni newspaper designed to inform alumni members concerning building projects at the college, news from other alumni, and general interest articles. The Old Aurora Borealis had a distribution of 3,500.

The college also had access to the Lutheran Church--Missouri Synod ABC District News for publishing various general interest articles. The monthly ABC District News had a circulation of 10,000, primarily to Lutheran church families, ministers, and lay leaders.

Concordia utilized two brochures, two posters, and one church bulletin as a means of disseminating general information about the college. One brochure was related to a capital fund-raising appeal; the other brochure, for general distribution, was written as a student recruitment

pamphlet. The two posters, designed around Concordia's church-related and university-affiliated status, were distributed at youth conferences, college day booths in Edmonton high schools, and to campus visitors. A church bulletin with the college's logo and a short resume of available programs was distributed for church use on higher education emphasis Sundays.

The college produced an annual college catalogue with approximately 22 pages containing information related to the educational program at Concordia. The catalogue included a description of the faculty, the historical development of the college, student life, admissions procedures, program offerings, and financial policies.

A mini-catalogue in pamphlet form contained nine four-page summaries of the general catalogue. The college students and faculty also produced a yearbook depicting campus life from the students' perspective.

Reports related to the funding agreement under the Assistance to Private Junior Colleges Act were prepared for the Alberta Department of Advanced Education and Manpower. Periodic correspondence was exchanged with the University of Alberta regarding the maintenance of Concordia's affiliated status.

Mass media information flow. Concordia disseminated information about college programs and activities by means of newspaper, radio, and television. The director of development and communication produced 20-25 news releases a year regarding the college. Radio time for one or two minute "radio spots" was purchased periodically for brief presentations concerning Concordia. Approximately four short announcement-type presentations were produced for television last year.

Off-campus activities involving college staff and students. All Lutheran Church--Missouri Synod youth conferences in Western Canada were attended by a representative of the college. A brief address was delivered to the delegates, and a booth constructed for literature distribution. The college had representation on the Lutheran Church--Missouri Synod ABC district board and, consequently, the college maintained an information flow with the district leadership. The president and the director of development and communications often spoke at various Synod churches (200 in Canada) on behalf of the college.

The director of student recruitment and a student visited all high schools in the Edmonton area. They made a presentation to grade twelve students, set up literature displays in a hallway, conducted brief interviews with interested students, and arranged individual appointments for prospective students to visit the campus.

Concordia also had a choir that toured each year in Canada and occasionally in the United States. In addition to the major tour, the choir conducted an annual mini-tour of Lutheran churches in Alberta. Further, the college had two small musical groups that visited churches for musical presentations.

Representation was arranged periodically with Advanced Education and Manpower regarding the provincial funding arrangement provided under the Alberta Assistance to Private Junior Colleges Act.

Campus visitations. Prospective students were encouraged to visit the college for a personal interview with a college faculty member. If the student was interested in attending the college, a personalized registration interview was conducted.

Three special religious functions were held each year on campus,

including a college opening worship service, Reformation Vespers, and Easter Vigil. These activities were open to the general public.

Since Concordia is in close proximity to its constituency, there was a regular flow of casual visitors to the campus, including parents, alumni, prospective students, and interested business people.

A longitudinal perspective. In 1976, the college was not involved in publishing the Old Aurora Borealis, and neither did it submit articles for the ABC District News which reached the general constituency of the Lutheran Church--Missouri Synod.

Newspaper releases averaged only two or three a year, and there was no radio or television advertising.

Future environmental relations activities were projected to include greater student involvement in communicating to external publics by means of radio. Concordia was providing assistance in a pilot television program for children sponsored by the ABC District that will be tested 1980.

Plans were also developing for entrance into an athletic conference which could provide greater public exposure for the college.

INTENSITY

The resources employed in environmental relations practices may provide some indication regarding the commitment of a college to the development and maintenance of information flow to various external publics. The intensity of each college's environmental relations activities were examined using the following seven categories: 1) personnel; 2) budget allocation; 3) time allocation in administration meetings; 4) equipment; 5) frequency of mailings; 6) catalogue

distribution; and 7) a longitudinal perspective.

Briercrest

Personnel. In 1978, Briercrest had 7.5 full-time individuals working directly in environmental relations, including a public relations director, an administrative assistant to the director, a journalist, a stewardship representative half-time, and four office support staff. The public relations director served as a coordinator for the department and was responsible to the president.

The administrative assistant was involved largely with environmental relations procedural activities at the college. The journalist worked on media, college advertising, and a weekly campus newspaper. Support staff served as secretarial and mailing room personnel.

The president provided the overall direction for environmental relations policies and procedures, and served as a catalyst for the department.

Four musical teams, involving 27 students and 8 faculty members, were on tour for seven weeks each, during May and June, 1978. Two choirs, with a total of 72 student members and four administrators, toured for a total of three weeks during April, 1978.

Budget allocation. In 1978 the college allocated 13.3 percent of its operational budget to environmental relations activities (See Table 6). The largest portion, $131,750, went to general public relations activities. Another $69,500 was allocated to student recruitment.

Time allocation in administration meetings. At Briercrest, the administrative board convened every other week to handle various current college matters. Approximately 20 percent of agenda items related to environmental relations activities. Most of the time devoted to

Table 6

Budget Allocation to Environmental Relations at Briercrest in 1978

Budget Category	Budget Allocation	Percent of Operational Budget
Public relations	131,750	6.8
Recruitment	69,500	3.7
Alumni activities	38,650	2.1
Fund raising	13,484	0.7
Environmental Relations	$256,384	13.3
Operational Budget	$1,926,000	100.0

environmental relations matters involved policy issues; procedural matters were delegated to committees or individuals.

Equipment. The college had acquired the following equipment directly related to environmental relations: a ten-passenger van, a 32-passenger bus; an addressograph and related mailing equipment; an offset press; a leased large Xerox copier; a mag-card electric typewriter; two slide-tape projector units; and radio equipment for the preparation and distribution of radio programs.

Frequency of mailings. Direct mail at the college involved 22 separate mailings during the year. There were six general letters either from the president or public relations director to the general constituency. The Alumni News and The Echo were each produced and mailed four times a year. There were also eight specialized mailings regarding fund-raising banquets and special conferences on campus.

Catalogue distribution. The college produced an 80 page catalogue with an annual distribution of 5,000 and a mini-catalogue of approximately 40 pages also had a 5,000 distribution annually.

A longitudinal perspective. In 1976 there were 5.5 full-time staff members working in environmental relations. However, two individuals were full-time field representatives leaving 3.5 in the office. The environmental relations budget allocation in 1976 was 16.7% of the $1,325,378 operational budget (See Table 7). A United States office was opened with the usual start-up costs in 1976, but closed again about one year later. The development of a major campaign gave rise to the somewhat high expenditure concerning fund-raising.

Table 7

Budget Allocation to Environmental Relations at Briercrest in 1976

Budget Category	Budget Allocation	Percent of Operational Budget
Public relations	74,028	5.6
Recruitment	54,655	4.1
Alumni activities	31,542	2.4
Fund raising	28,559	2.1
U.S. office	33,545	2.5
Environmental Relations	$222,329	16.7
Operational Budget	$1,325,378	100.0

Equipment utilization in environmental relations was approximately the same in 1978 as it had been in 1976, except that new addressograph equipment and a mag-card electric typewriter were purchased in the intervening two years. Frequency of mailings was the same as in 1978 (22) except for two special mailings regarding fund-raising banquets in 1976.

Projecting two years into the future, the college planned to increase personnel by one full-time and some part-time staff. The budget allocation was expected to remain around thirteen percent of the operational budget. It was anticipated that time devoted to environmental relations in administrative board meetings would probably be reduced as more matters were handled within the department. Major equipment purchases were expected to involve a mini-computer with several applications for environmental relations activities. Frequency of direct mail was expected to remain the same as in 1978. Catalogue distribution was expected to increase moderately.

Western

Personnel. The college had 3.3 individuals employed in environmental relations activities. The director of development was involved with the communication of campus expansion to the external publics. Working largely with gift income, denominational grants, annuities, and wills, the director of development provided close liaison between the college and the church constituency of the PAOC.

The assistant director of development was responsible for direct mail, campus tours, campus days, and alumni activities. The development department had one full-time support staff member. The registrar of the college devoted one-third time to correspondence with prospective students and related recruitment procedures.

The president facilitated planning and provided oversight of the

environmental relations policies and procedures at the college. Denominational linkage maintenance with the PAOC B. C. District was also largely the responsibility of the president.

In 1978, the 24 voice college choir toured a total of ten days in British Columbia PAOC churches. The eighteen-piece stage band toured for ten days in PAOC churches. One musical team with four students and two staff members toured four weeks among the churches.

Budget allocation. In its budget of $367,000 for 1978, the college allocated $46,300 or 12.7 percent to environmental relations (See Table 8). There was $26,400 committed to general public relations; $13,800 to

Table 8

Budget Allocation to Environmental Relations at Western in 1978

Budget Category	Budget Allocation	Percent of Operational Budget
Public relations	26,400	7.2
Recruitment	13,800	3.8
Alumni activities	--	--
Fund raising	6,100	1.7
Environmental Relations	$46,300	12.7
Operational Budget	$367,000	100.0

student recruitment; no budget for alumni activities; and $6,100 committed to fund-raising.

Time allocation in administrative meetings. Administrative council meetings occurred twice a month at the college. Between 25 and 30% of the time in these meetings was given to environmental relations concerns. The assistant to the director of development was not a member of the administrative council but was invited to attend as a consultant regarding environmental relations matters every second or third meeting.

Equipment. The college had a small offset press and plate maker for environmental relations related activities. A multi-media three slide projector dissolver unit and tape recorder programmer were used for college presentations off campus. By means of a tape duplicator, key addresses delivered on campus by various speakers and some classroom lectures were made available to ministers and other leaders in PAOC churches. The college had purchased addressograph equipment in the past two years to facilitate direct mailing activities.

Frequency of mailings. The Campus News was mailed to parents ten months of the year. A special Christmas letter from the director of development or president was sent to parents. There were four or five general direct mailings last year to alumni, parents, churches, and other individuals interested in the college.

Catalogue distribution. Western produced a college catalogue with approximately 100 pages. Annual distribution of the catalogue was 1,000 copies to PAOC churches in the B. C. District.

A longitudinal perspective. In 1976, there was one full-time person, the director of development, allocated to environmental relations at the college. The employment of an assistant to the director, a full-time support staff person, and assistance from the registrar concerning student recruitment have occurred since 1976. With an

operational budget of $269,000 in 1976, $21,200 or 7.8 percent was assigned to environmental relations (Table 9).

Time allocated to external relations in administrative meetings two years ago was about the same as in 1978.

The addressograph equipment had not been purchased and, consequently, there was no direct mail routine in operation at the college in 1976.

Table 9

Budget Allocation to Environmental Relations at Western in 1976

Budget Category	Budget Allocation	Percent of Operational Budget
Public relations	5,500	2.0
Recruitment	11,700	4.3
Alumni activities	--	--
Fund-raising	4,000	1.5
Environmental Relations	$21,200	7.8
Operational Budget	$269,000	100.0

Concerning the future, the administration expressed some interest in employing a development and promotional administrator to provide coordination of external relations for the college including alumni activities. There will probably be a modest increase (toward 10%) in the budget allocation for environmental relations. Mailing activity will remain largely the same as at present.

Concordia

Personnel. The college employed six full-time individuals in environmental relations in 1978. The director of development was responsible for general publicity, including the college's regular publications, news releases, and interaction with the mass media. The development director coordinated alumni activities and provided leadership for capital fund-raising. The director had three full-time staff working in various supportive roles.

A full-time recruitment officer implemented contacts with area high schools and arranged personal interviews for prospective students at the campus. One full-time individual provided staff support in the recruitment and admissions area.

The president was involved in general supervision of the college's environmental relations activities, particularly at the denominational, Department of Advanced Education and Manpower, and University of Alberta levels. Linkage maintenance between the college and these organizations was primarily the responsibility of the president.

In 1978, a sixty-voice choir toured for ten days in Alberta and British Columbia. The choir also was engaged in a four day mini-tour in Alberta. No small student teams toured in 1978.

Budget allocation. In a budget of $1,348,000 in 1978, the college committed $141,000 or 10.5% including salaries to environmental relations (Table 10). Due to a recent fire in the gymnasium complex, the college had committed $50,000 to consultants and program costs in an extensive capital fund-raising program. This activity was somewhat unique in this period of time in the college's history. It also accounted

Table 10

Budget Allocation to Environmental Relations at Concordia in 1978

Budget Category	Budget Allocation	Percent of Operational Budget
Public relations	41,000	3.0
Recruitment	48,000	3.6
Alumni activities	--	
Fund-raising	52.000	3.9
Environmental Relations	$141,000	10.5
Operational Budget	$1,348,000	100.0

for the high percentage of environmental relations budgetary expenditures for fund-raising.

Time allocation in administration meetings. At Concordia, the administrative council met twice a month. Approximately 10% of the time at these meetings was appropriated to environmental relations. Most procedural matters relating to external relations were assigned to the director of development or the recruitment officer for implementation.

Equipment. There was an offset press on campus which facilitated paper information flow to external publics. The college had tape recorders, slide projectors, and a complete public address system for multi-media presentations off campus.

The college had one 15-passenger van for transporting musical groups and external relations personnel for presentations off campus.

Frequency of mailings. The Aurora Borealis (general interest

newspaper) was distributed twelve times a year. Alumni of the college received the Old Aurora Borealis quarterly. The ABC District News, published monthly by the district leadership of the Lutheran Church--Missouri Synod, contained some news regarding the college. Two general mailings related to the capital fund drive to replace the gymnasium were sent to parents and interested friends of the college.

Catalogues distributed. Approximately 4,500 catalogues were distributed by the college in 1978.

A longitudinal perspective. In 1976, the college had two fewer full-time staff employed in external relations. The two staff members added in the past two years were support staff working for the director of development.

Table 11 shows that the operational budget in 1976 was $928,000. Of that amount, $68,000 or 6.4 percent, including salaries, was allocated to environmental relations.

There was an old offset press which lacked professional quality and could not be used for materials going off campus to external publics.

Projecting anticipated needs for 1980, the administration was suggesting an increase of two staff members and an increase in print media, particularly brochures. There will probably be increased mass media activity by means of radio and television advertising and short programs produced by the college. There was interest in 16mm film production related to the college. There was also a prospect that the college may procure two additional vans for greater transportation facility related to environmental relations activities. The administration expressed interest in some computer application for mailing list development as well.

Table 11

Budget Allocation to Environmental Relations at Concordia in 1976

Budget Category	Budget Allocation	Percent of Operational Budget
Public relations	28,000	2.6
Recruitment	40,000	3.8
Alumni activities	--	--
Fund-raising	--	--
Environmental Relations	$68,000	6.4
Operational Budget	$1,063,700	100.0

SCOPE

The environmental relations efforts at a church-related college are generally directed towards specific external individuals, groups, and organizations. As a special purpose college, the church-related college has definable publics that maintain an interest in the institution. The scope or extent of environmental relations practices can be examined by means of the following items: types of external publics, and size of mailing lists. A longitudinal perspective will also be provided.

Briercrest

Types of external publics. Each of the colleges surveyed related to six external publics: trustees, alumni, parents, prospective students, friends, and churches. The trustees were an influential external public

with which the colleges maintained a high degree of communication relative to the college's operations. However, due to their limited number, trustees were not included in the tables in this section. For Briercrest, most of these publics were composed of church-related individuals in Canada and the northern United States.

The college's trustees had a variety of occupational and professional backgrounds including business, education, medicine, agriculture, civil service, and the ministry. The trustees were members of several denominations.

The college had alumni representation in many Canadian and American denominational groups. Surveys of incoming students showed that most students had learned about Briercrest from alumni. Consequently, the alumni received above average attention in the environmental relations activities.

Parents of present and former students represented a well-defined public. However, at Briercrest they also related to many denominational groups and represented a broad spectrum of church backgrounds.

A more diversified, yet definable, public was the one representing friends of the college. These were individuals on the college's mailing list that were not trustees, alumni, parents, or prospective students. Members of this public may have written for information regarding the college, answered college advertisement, or had been suggested as a potential donor by another friend of the college.

The prospective students were generally church-related and had made initial contacts with the college through former Briercrest students. Prospective students came from as many as 26 denominations. After an individual had been identified as a potential student, regular

correspondence was initiated by the college. Alumni often recommended Briercrest to their own children, which created a second generation factor evident in the prospective student public.

Churches on the mailing list were either affiliated with one of several denominations in Canada and the United States or were independent. The church list was developed largely through contacts made by Briercrest's alumni who were members of various churches. Requests by churches for presentations by student teams, choirs, or faculty members also provided specific church contacts. Both the alumni and request type church contacts eventuated in those churches being added to the college's mailing list.

Size of mailing list. Briercrest had an overall mailing list of 13,800 in 1978 (Table 12). The alumni constituted the largest portion of that number, at 5,000.

Table 12

Briercrest Mailing List in 1978

Type of Public	Size of Mailing List	Percent of Mailing List
Alumni	5,000	36
Parents	3,000	22
Friends	2,500	18
Prospective Students	1,800	13
Churches	1,500	11
Total	13,800	100

A longitudinal perspective. Two years ago, the college's external publics were similar to the present including trustees, alumni, parents, friends, prospective students, and churches. The size of the mailing list was 10,000 in 1976 compared to 13,800 in 1978.

Regarding the future, there will probably be little effort to attract other types of external publics to which the college relates. However, there was an interest in enlarging the overall size of the mailing list.

Western

Types of external publics. The external publics of Western were largely within one denominational group. As an educational arm of the Pentecostal Assemblies of Canada, Western's general constituency was the denomination's membership in Canada. The college's primary constituency included the denomination's 115 churches in the B. C. District. In addition to the six types of publics similar to those at Briercrest, Western's external publics also included PAOC pastors not serving churches and non-PAOC pastors of other denominations located near the college.

Approximately one-half of the seventeen member trustee board was comprised of clergy; while the other portion included an equal number of educators and businessmen.

Alumni of the college resided mainly in British Columbia and attended PAOC churches; however, there were some alumni in most of the Canadian provinces, several states in the United States, and a few foreign countries. The alumni president lived in close proximity to the college and provided volunteer liaison leadership between the alumni and the college.

Parents of present and former students were generally related to a PAOC church and represented a broad cross-section of occupational and professional backgrounds.

Friends of the college and prospective donors generally were members or adherents of PAOC churches and had requested information regarding the college or attended functions at the college. They were either on the mailing list individually or received regular information about the college through their local churches.

Prospective students were contacted predominately through regular PAOC youth camps, conferences, and other church activities. College age students in many PAOC B. C. District churches were encouraged to attend Western by the church leadership.

The pastors of PAOC churches nationally, but particularly in the B. C. District, constituted a key public of the college. Pastors who were alumni of Western, played a central role in college-church relations. Therefore, the college administration expended more time and fiscal resources related to the public represented by active PAOC pastors than with other external publics of the college.

Two other church-related groups were potentially influential in college relations. PAOC pastors no longer serving in churches could still influence other church members regarding college related issues. Another public limited in size was the one representing non-PAOC pastors in churches in close proximity to the college. As the college develops its educational stature in the community, these pastors may influence some potential students to consider Western.

Size of mailing list. The college had a total of 5,375 on its mailing list in 1978 (Table 11). Included in this number were 1,000

alumni, 600 parents, 800 friends of the college, 350 prospective students, and 2,625 PAOC churches in British Columbia. There were 125 churches on the college's mailing list; however, by means of bulk mail, 2,500 pieces were sent to the 125 churches. These items were combined in Table 13 to more accurately reflect the actual size of the mailing list.

Table 13

Western Mailing List in 1978

Type of Public	Size of Mailing List	Percent of Mailing List
Alumni	1,000	19
Parents	600	11
Friends	800	15
Prospective students	350	7
Churches	2,625	48
Total	5,375	100

A longitudinal perspective. Two years ago, the external publics were more tightly confined to the PAOC denomination than at the present time. There was some interest on the part of the administration for the college to become known in the general community. This seemed to be a developing trend as the college upgraded and moved toward full accreditation in the AABC.

Future prospects regarding environmental relations activities included more representation at youth festivals in Assemblies of God

churches in the United States (a PAOC related denomination). There was also some interest in increasing the communication with church groups outside the PAOC to attract a more diversified student clientel.

Concordia

Types of external publics. Historically, the college has related to the six external publics common to Briercrest and Western. However, before 1970, Concordia focused primarily on training students for church careers in Lutheran churches. With the affiliation of Concordia to the University of Alberta in 1967, the college broadened its environmental relations activites in order to relate to interest groups beyond the Lutheran churches. In particular, the college added to its list of publics the University of Alberta, Advanced Education and Manpower, and the general community of Edmonton.

The Board of Regents was composed of individuals involved in the ministry, education, business, civil service, and agri-business. Representation on the Board of Regents included two pastors and two laypersons from the Synod's ABC (Alberta, British Columbia) District, one pastor and one layperson from the Manitoba-Saskatchewan District, and three district presidents (Western Ontario, Manitoba-Saskatchewan, Alberta-British Columbia). These nine members, elected by various synodical conventions, elected three additional members to complete the twelve-person board.

In the past, the alumni of the college were generally related to the Lutheran Church--Missouri Synod. However, as the college attracted students outside Lutheran congregations, the religious composition of the alumni increasingly reflected non-Lutheran backgrounds.

The majority of parents of current and former students at the

college were related to Lutheran churches in Canada. Many of the parents were involved in the congregational life of local Lutheran churches. The college was focusing on this public for its current capital fund-raising activity.

Friends of the college who were not parents or former students were largely in the Edmonton area and had been introduced to the college through the mass media, the publicity surrounding the gymnasium fire at the college, and civic appearances of college personnel.

A part of the prospective student public was related to the Lutheran churches; however, since the mid 1970s, activities with respect to potential students had shifted to include separate and public high schools in Alberta. Annually, the recruitment officer and generally one student, visited the majority of high schools in Edmonton (37 in 1978) and several high schools throughout the province. Presentation of the college was conducted with various senior classes in each high school.

Lutheran churches in Canada were represented by three separate synods. Concordia was formally linked to the Lutheran Church--Missouri Synod, from which it received a large portion of its funds (52% in 1978). However, the college also had an informal relationship with the Evangelical Lutheran Church of Canada (ELCC) and the Canadian churches of the Lutheran Church in America (LCA). Churches from these three synods constitute the college's Lutheran congregations in Canada public.

As Concordia moved toward providing most of the services of a public college, resulting from its affiliation with the University of Alberta and funding arrangements with the Department of Advanced Education and Manpower, officials both in the university and provincial government were viewed by the college as an important external public.

The general community of Edmonton, not represented by trustees, alumni, parents, high schools, friends of the college, or Lutheran churches, was another public to which the college was seeking to relate. This public included organizations represented by the Edmonton United Way, service clubs (e.g. Kiwanis and Lions), and various other businessmen's groups and civic organizations.

Size of mailing list. The college had approximately 8,700 on its mailing list in 1978 (Table 14).

Table 14

Concordia Mailing List in 1978

Type of Public	Size of Mailing List	Percent of Mailing List
Alumni	3,500	40
Parents	1,000	11
Friends	2,500	29
Prospective students	1,000	11
Churches	700	9
Total	8,700	100

The largest single group was alumni with 3,500. Other groups included 2,500 friends of the college, 1,000 parents, 1,000 prospective students, and 700 churches. The primary church list contained approximately 150 congregations that regularly supported the college financially. The other 550 included non-supporting churches within the three Lutheran Synods in Canada.

A longitudinal perspective. In 1976, the overall environmental relations program at the college was not as well organized as at the present time. The general community of Edmonton, particularly the professional and cultural aspects of that public, were not within the specific focus of the college two years ago. The mailing lists were not as well organized and contained 15 percent (1,300) fewer names.

Regarding the future, it was suggested that the general community of Edmonton will receive greater environmental relations emphasis along with the public and separate high schools in Alberta. There may also be more external relations efforts directed toward the political interests of the college (e.g. Department of Advanced Education and Manpower).

The mailing lists will continue to be upgraded with some potential for computer application to increase the useability of the lists. There also was an interest to modify the composition of the mailing list to more accurately reflect the expanding scope of the college.

AN ADMINISTRATIVE PERSPECTIVE

The environmental relations activities at a college in part reflect the leadership skills of the president and other key administrators. This section provides a description of the president's environmental relations involvement and an assessment of the strengths, weaknesses, and overall effectiveness of external relations as perceived by knowledgeable administrators. This intuitive evaluation by college administrators may provide a useful perspective on the environmental relations profiles developed for each college.

Briercrest

Presidential involvement. Briercrest's president had been in office only one year, but he had been an administrator at the college for thirteen years, including eleven years as dean of the faculty.

The president provided general oversight of the environmental relations policies and procedures at the college. He provided leadership with the Board of Directors biannually and at intervening times with the executive committee of the board. The annual meeting of the advisory council, largely representative of the external publics of the college, was also a presidential responsibility.

Planning two major conferences on campus each year, as well as several speaking engagements at fund-raising dinners, alumni chapter meetings, and church conferences were annual obligations of the president. Periodically, the president presented the college's program through written articles in the school's publications. Promotional letters for direct mail were usually drafted by the president, as was also an occasional newspaper interview. However, there was limited presidential involvement in civic clubs and other general community activities.

Strengths. There seemed to be general agreement among the administrators that the external relations activities related to the alumni had been adequate, and that the response among alumni had been reflected positively in donations and prospective student interest.

With respect to the fund-raising banquets, administrators recognized their informational as well as financial value. Alumni, parents, friends, prospective students, and donors that attended the banquets received current information about the college. Two or three

administrators or faculty members and a student musical team provided public contact at the fund-raising banquets.

Conferences designed for off-campus visitors had also provided an effective exposure of the total college program.

Weaknesses. There was some indication that the college's publications (i.e. The Echo and Alumni News) were not being utilized to their potential. It was also felt that advertisements written by outside agencies did not always reflect an appropriate image of the college.

Regarding touring student teams, the administrators discerned the need for greater maximization of financial and personnel resources. Greater diversification of the teams might increase their effectiveness.

Overall effectiveness. The president and two other administrators were requested to rate the overall effectiveness of the environmental relations activities on a ten-point scale, with one representing low and ten representing high effectiveness. The mean rating among three of Briercrest's key administrators was 7.5.

Western

Presidential involvement. The president came to the college ten years ago as president. He provided the overall direction of the environmental relations activities at the college and presided at graduation and other public services convened on campus.

An annual college report to the PAOC B. C. District Conference was an important presidential responsibility. The president also provided direct liaison between the college and denominational leadership in the district. Some of that liaison was provided through involvement with the Board of Governors which met biannually on campus.

Development of official documents of the college, including the

faculty and staff handbook, student handbook, and college calendar were supervised by the president.

Strengths. There were indications that the general PAOC B. C. District leadership was supportive of the college's overall educational program. PAOC pastors in the district usually advocated the college's policies and procedures to their congregations. Evidence of support was reflected in acceptable levels of prospective student interest and fiscal resource allocation by the denomination and churches. The majority of alumni and parents were related to PAOC churches, and they seemed to evidence similar good-will toward the college. Continuing education of alumni pastors through correspondence courses, a tape library, and occasional short courses had proven beneficial.

Advertising in the denomination's national monthly periodical had provided some out-of-province coverage for the college which was reflected in a few non-B. C. District students attending.

Weaknesses. Although district denominational support for the college prevailed, there was less evidence of support nationally. Administrators suggested that possibly the environmental relations efforts had failed to overcome the regionalism of the college.

Administrators also expressed disappointment with communications at the local community level. Though an institution of higher learning, local government officials had not been sympathetic with the college's request for a reduced tax base.

A separate concern was expressed about the inordinate amount of time alloted to maintaining good-will with a variety of denominational leaders. Such time might have been more appropriately spent in planning and supervision of the college program.

Overall effectiveness. When asked to indicate the overall effectiveness of the external relations activities at the college, the president and two other administrators responded with a mean rating of 6.6 on a ten-point scale.

Concordia

Presidential involvement. Concordia's president had been an administrator at the college for ten years; the last four as president.

The Board of Regents formed the direct link between the college and its supporting denomination. The president worked closely with the board in the planning and budgeting of environmental relations activities at the college.

The president served on the ABC District board of directors as liaison between the college and the denomination. He also represented the college officially to various agencies in Alberta's Department of Advanced Education and Manpower and to the University of Alberta. Leadership at pastoral conferences in the Synod and in various congregations often invited the president to represent the college.

Internally, the president provided supervision in the implementation of environmental relations policies and procedures.

Strengths. The mass media coverage of Concordia was offered as an indication that the environmental relations activities of the college were quite successful. Radio, television, and newspaper interest in the school had facilitated an improved communication of the college's program to the general public in Edmonton.

A further strength noted was the present approach to student recruitment in Alberta high schools. There had been a marked increase in applications since this type of enlistment program was introduced.

From another perspective, the fire which destroyed the gymnasium complex had provided a unifying effect among the college's publics and resulted in increased exposure to the general community.

Weaknesses. With a rapidly increasing student body, it was viewed more difficult to involve faculty and students in external relations activities.

Overall effectiveness. On a ten-point scale, the president and two administrators scored a mean effectiveness rating of 7.3 for Concordia's external relations activities.

SUMMARY

This chapter presented a description of the environmental relations profiles of an independent, a denominational, and an affiliated college. Each college was described in terms of the initiative, intensity, and scope of its environmental relations activities.

A longitudinal perspective was derived by comparing present external relations activities with those in effect two years ago and also with projections of what might be expected in another two years.

The final section provided a brief perspective on presidential involvement in environmental relations and an assessment of the effectiveness of environmental relations at each college.

CHAPTER 6

COLLEGE DESCRIPTIONS: A COMPOSITE VIEW

This chapter provides a comparative perspective regarding three church-related colleges relative to their historical context, formalized linkages, and environmental relations profiles. A detailed description of these dimensions was presented in Chapters 4 and 5.

The composite view involved plotting the college data from Chapters 4 and 5 in a manner that highlighted similarities and dissimilarities among the colleges. By means of comparative analysis, several summary statements were developed to provide a synopsis of the college descriptions.

THE HISTORICAL CONTEXT OF THE COLLEGES

Briercrest, Western, and Concordia were founded for similar purposes. Lay and denominational leadership recognized the need for trained pastors and church workers, and organized the colleges with that purpose as their major focus. Briercrest, organized as an independent church-related college, related to several denominational groups. Western, founded as a denominational college by the Pentecostal Assemblies of Canada (PAOC), remained the educational arm of the PAOC in British Columbia. Concordia, established by the Lutheran Church--Missouri Synod as a junior college for the training of pastors, continued to provide training for church leadership; however, the achievement of affiliated status with the University of Alberta (1967) caused a shift in the major focus of the college. By 1978-79, the majority of students at

Concordia were enrolled in university transfer programs rather than church-career programs. The enrollment in the ministerial program remained fairly constant at about fifteen students annually.

Table 15

College Enrollments, 1970-78

Academic Year	Briercrest	Western	Concordia
1970-71	262	80	63
1971-72	321	88	65
1972-73	400	85	71
1973-74	428	110	60
1974-75	432	146	67
1975-76	482	147	210
1976-77	501	128	272
1977-78	507	174	266
1978-79	567	209	306
Enrollment Increase 1970-79	305	129	243
Percent Increase 1970-79	116	161	385

Over the nine-year period, college enrollments expanded (See Table 15). Briercrest and Western enrollments increased at a fairly steady rate during this period. Concordia had a dramatic increase in enrollment in 1975-76. Affiliation status for second year programs at the University

of Alberta and increased college presentations in Alberta public and separate high schools during 1975 seemed to account for the increase.

Summary

The three colleges were founded within a twenty-year time span for similar purposes--training students for church leadership. All three colleges experienced rising enrollments between 1970 and 1978 with Concordia having the largest percentage increase for the nine-year period, though Briercrest had the largest numerical growth.

THE FORMALIZED LINKAGES OF THE COLLEGES

Each college had a different configuration of formalized linkages relative to provincial governments, religious denominations, and other postsecondary institutions. Table 16 presents a comparative analysis of those linkages.

Provincial Government Linkage

The three colleges were granted charters by their respective provincial governments which provided a legal basis for public recognition of the colleges as legitimate postsecondary institutions. Consequently, the colleges were registered as charitable organizations that could issue tax deductible receipts for contributions. Briercrest and Western had not pursued linkage arrangements with their provincial governments beyond their institutional charters. On the other hand, Concordia had obtained a funding agreement from the provincial government by means of the college's affiliated status which provided 48 percent of the operating budget for the college in 1978.

Table 16

A Comparative Analysis of Formalized Linkages

	Provincial Government		Denomination	Postsecondary Institutions
	Charter	Funding Agreement		University Affiliation
Briercrest (1935) (Independent)	X			
Western (1941) (Denominational)	X		X	
Concordia (1921) (Affiliated)	X	X	X	X

Denominational Linkage

Briercrest was an independent church-related college, and had no formal linkage with a denomination. The college served several denominational groups on an informal basis and was governed by a self-perpetuating board.

Western and Concordia were legally linked to denominations. Western was governed by the PAOC British Columbia District and Concordia was under the control of the Lutheran Church--Missouri Synod in western Canada.

Western had a well-defined constituency since most of its educational activities were related to the 115 churches in the PAOC B. C. District. Concordia also had a reasonably well-defined denominational constituency, the Lutheran Churches of Canada. However, in recent years, the college's admissions policies had expanded to include non-Lutherans

from western Canada, and therefore, the composition of the college's constituency was defined largely by means of alumni and other publics on its mailing list. No denomination viewed Briercrest as its primary educational agency.

Postsecondary Institution Linkage

Briercrest and Western had no formalized linkages with other postsecondary institutions, except an associational linkage with other Bible colleges by means of accreditation through the American Accrediting Association of Bible Colleges (AABC). Briercrest was a fully accredited member and Western, a candidate for membership.

Concordia had established a formal link with the University of Alberta and had been granted affiliated status for first and second year arts, education, and science programs. With affiliation, Concordia had relinquished some autonomy in staffing matters, particularly with respect to faculty standards. Any faculty member employed by the college as an instructor in transfer programs must have been approved by the university.

Summary

Briercrest, the independent college, to a great extent maintained an independent posture with a simple charter linkage with the provincial government. Western, the denominational college, maintained its charter linkage arrangement with the provincial government and a close linkage with the PAOC. Concordia expanded its initial charter and denominational linkage with an affiliated arrangement with the University of Alberta.

Relative to linkage arrangements to external organizations, there exists a continuum of linkages from the minimal linkage of Briercrest,

stronger linkages at Western, to the more extensive linkages of Concordia.

THE ENVIRONMENTAL RELATIONS PROFILES OF THE COLLEGES

A profile for each college was described in Chapter 5 involving administrative initiative, intensity, and scope. A comparative analysis of those dimensions is provided in this section.

INITIATIVE

All three colleges were engaged in initiating various types of environmental relations activities for the purpose of developing communication with external publics. Four general categories were utilized as bases for the comparative analysis: 1) paper information flow; 2) mass media information flow; 3) activities involving college staff and students; and 4) campus visitations.

Paper Information Flow

Briercrest, Western, and Concordia had developed several forms of printed materials to enhance information flow to external publics. Table 17 presents the types of printed materials utilized by each college.

All three colleges used brochures. Briercrest had a total of thirteen brochures, Western, nine, and Concordia, four. Brochures related to program offerings were used most heavily by the three colleges. Concordia provided a church bulletin with program information for Lutheran churches on their mailing list.

In 1978, Briercrest produced one, and Concordia produced two limited edition posters for advertising purposes. Western had not used posters in their advertising program.

Briercrest, Western, and Concordia were involved in direct mail

Table 17

Initiative Related to Paper Information Flow (1978)

Type		Briercrest	Western	Concordia
1. Brochures	Program offerings	4	3	1
	Sports program	1	-	-
	Financial matters	1	3	1
	Campus conferences	4	-	-
	Addresses or essays	2	2	-
	General matters	1	1	-
	Total	13 (13)[1]	9	2 (2)
2. Church bulletin covers		-	-	1 (1)
3. Posters		1 (1)	-	2 (2)
4. Letters for direct mail		8 (8)	5 (5)	2 (2)
5. Calendar with college logo		-	1 (1)	-
6. General interest publication		Qtly (4)	10 Mths (10)	Mthly (12)
7. Alumni news publication		Qtly (4)	-	Qtly (4)
8. College catalogue		1 (1)	1 (1)	1 (1)
9. Mini-catalogue		1 (1)	-	-
10. Yearbook		1 (1)	1 (1)	1 (1)
Total different types of paper information flow		8	6	10
Total assigned units[1]		(33)	(27)	(25)

[1] A unit is an assigned number based on item frequency in each category. Assigned units appear in brackets.

activities with the composition of 6-8, 4-5, and 2 letters, respectively, for various external publics.

A standard twelve-month calendar imprinted with the college's logo and brief slogan was made available to all the external publics of Western. Neither Briercrest nor Concordia published similar calendars.

The three colleges published a general interest publication composed of editorials, current college activities, and short addresses or essays. Briercrest produced The Echo four times a year; Western published Campus News ten months in the year; and Concordia distributed the Aurora Borealis monthly.

Two of the three colleges, Briercrest and Concordia, maintained an information flow to alumni through a quarterly alumni publication.

The three colleges published college catalogues annually, with Western's being the most extensive. Briercrest and Concordia also produced mini-catalogues. Students with staff advisors at all the colleges developed an annual yearbook related to student life on campus.

In total, Concordia had ten different types of paper information flow, while Briercrest had eight, and Western, six. For comparative purposes, each item of information flow was assigned a "unit value." In general, the assigned unit was a simple count of the issues of the item under consideration. Using the assigned unit values as an indicator of administrative initiative, Briercrest scored 33, Western 27, and Concordia 24.

Mass Media Information Flow

Table 18 shows that Briercrest had a more extensive advertising program in religious periodicals than did the two other colleges. Neither Western nor Concordia utilized periodical advertising outside their

Table 18

Initiative Related to Mass Media Information Flow (1978)

Type	Briercrest	Western	Concordia
1. Advertising in periodicals[2]	10 (80)[1]	-	-
2. National denomination periodical	-	Mthly (12)	Mthly (12)
3. District denominational publication	-	Bi-mthly (6)	Qtly (4)
4. Radio	1/2 hr/wk (52)	-	radio spots (20)
5. Television	-	-	announcements (4)
6. Newspapers	occasional release (6)	-	20-25 (25)
Total different types of mass-media information flow	3	2	5
Total assigned units	(138)	(18)	(65)

[1] A unit is an assigned number based on item frequency in each category. Assigned units appear in brackets.

[2] Briercrest averaged 8 months of advertising in 10 periodicals annually.

respective denomination's national and district publications. No denominational publication was utilized by Briercrest.

Briercrest and Concordia were involved in radio productions and releases through local newspapers. Concordia also communicated with external publics through occasional television announcements.

Relative to the different types of mass media information flow employed by each college, Concordia utilized 5, Briercrest 3, and Western 2. However, Briercrest scored 138 assigned units, primarily as a result of extensive involvement in periodical advertising and radio programs. Concordia, with the next highest assigned units, had 65, and Western, only 18. That Western had not utilized advertising in periodicals and promotion by means of radio, television, and newspapers may indicate why Western's score was well below the other colleges.

Off-Campus Activities Involving Staff and Students

Table 19 presents a summary of off-campus activities engaged in by staff and students at the colleges. Briercrest and Western were the only institutions that employed student teams for tours among constituent churches. However, all three colleges were involved in choir and band tours.

Briercrest and Concordia held fund-raising banquets, though Briercrest did so to a much greater extent (20) than Concordia (1).

All three institutions utilized faculty extension activities, with Briercrest and Western having more extensive faculty involvement in services than Concordia.

Briercrest and Western organized alumni meetings for their alumni with six and three meetings, respectively. Concordia did not conduct any

Table 19

Initiative Related to Off-Campus Activities Involving Staff and Students (1978)

Type	Briercrest	Western	Concordia
1. Student team tours	4 (4)[1]	1 (1)	-
2. Choir and band tours	2 (2)	2 (2)	1 (1)
3. Fund raising banquets	20 (20)	-	1 (1)
4. Faculty seminars	extensive[2]	extensive	limited
5. Alumni meetings	6 (6)	3 (3)	-
Total different types of off-campus activities	5	4	3
Total assigned units	(32)	(6)	(2)

[1] A unit is an assigned number based on item frequency in each category. Assigned units appear in brackets.

[2] The colleges do not maintain accurate records regarding individual faculty members involved in off-campus seminar activities. Consequently, no unit factor was assigned to this item.

alumni gatherings.

The total different types of activities related to off-campus information flow employed by the colleges was as follows: Briercrest 5, Western 4, and Concordia 3. The total assigned units to Briercrest was 32, to Western 6, and to Concordia 2.

Campus Visitations

Both Briercrest and Western had organized programs for more than 50 prospective students to visit the campus at one time (See Table 20). Concordia was not involved in a similar program.

The three colleges had programs designed for prospective students to visit the college in small groups (less than 50) or as individuals. Only Briercrest and Western had organized conferences on campus for the public. All three institutions arranged music concerts or religious observance days on campus open to the public.

An external public which met on campus at all three colleges was the trustees of the colleges. Only Briercrest had an advisory council that met on campus annually.

There was some dissimilarity between the colleges regarding the total different types of campus visitation by off-campus individuals and groups employed by the colleges. Briercrest utilized 6, Western 5, and Concordia 3. The total assigned units were as follows: Briercrest 16, Western 11, and Concordia 7.

Summary

The administrative initiative aspect of the environmental relations profiles of the colleges involved four major categories of information flow.

Table 20

Initiative Related to Campus Visitations

(1978)

Type	Briercrest	Western	Concordia
1. More than 50 prospective students visit campus at one event	3 (3)[1]	1	-
2. Activity designed for fewer than 50 prospective students to visit campus	7 (7)	3 (3)	3 (3)
3. Public conferences	2 (2)	4 (4)	-
4. Music concerts/religious observance days	1 (1)	1 (1)	3 (3)
5. Trustees meet on campus	twice/yr (2)	twice/yr (2)	once/yr (1)
6. Advisory council	once/yr (1)	-	-
Total different types of campus visitations	6	5	3
Total assigned units[1]	(16)	(11)	(7)

[1] A unit is an assigned number based on item frequency in each category. Assigned units appear in brackets.

The various types of paper information flow seemed to represent a major environmental relations activity for the three colleges. All colleges utilized similar types of paper information flow, though Concordia implemented a larger variety (10) than Briercrest (8) and Western (6). On the other hand, Briercrest had a greater total of individual publications with an assigned unit value of 33 compared with Western's 27 and Concordia's 24 units.

With respect to mass media information flow, Briercrest and Concordia were involved to a greater extent than Western. Though Concordia engaged in more types of mass media activities than Briercrest or Western, the college had about one-half as many assigned units (65) as Briercrest with 138. Western was low in comparison with 18.

The independent and denominational colleges seemed to be engaged in more extensive off-campus environmental relations activities than did the affiliated college. Briercrest and Western were involved in more types of activities than Concordia; however, Briercrest seemed to have a much greater administrative commitment to off-campus activities involving staff and students than did either Western or Concordia.

Briercrest was engaged in twice the number of activity types of campus visitations by off-campus individuals and groups than Concordia, but only slightly more than Western.

All the colleges made provision for prospective students to visit the campus in small groups (under 50) or as individuals. The three colleges promoted music concerts or religious observance days on campus and provided the support system necessary for trustees to meet on campus annually.

INTENSITY

Administrative intensity measured the allocation of resources to environmental relations activities. Intensity primarily involved personnel, budget allocations, and time at administrative meetings allocated to external relations efforts. Equipment acquired for environmental relations activities, frequency of mailings, and catalogue distribution were factors related to administrative intensity. Table 21 presents comparative data for the three colleges relative to intensity.

The assigned units for selected items in Tables 21 and 22 were based on a ratio of staff/student involvement in environmental relations to the total staff/student component expressed as a thousandth part at each college. The component was the total student enrollment, plus the administrators, faculty, and support staff employed by the colleges in 1978-79.

Personnel

Concerning personnel, the three colleges employed full-time administrators and support staff for external relations activities. Students were also employed by all three colleges for the purposes of tours. Briercrest employed 7.5 full-time staff and 111 students; Western employed 3.3 full-time staff and 50 students; Concordia employed 6 full-time staff and 62 students in environmental relations endeavors. Briercrest was involved in 31 weeks of tours, Western in 7 weeks, and Concordia in 2 weeks of tours. Most tours engaged one or two staff members with the larger portion of the tour groups being comprised of students.

Table 21

The Intensity of Environmental Relations Among the Colleges (1978)

Item	Briercrest	Western	Concordia
1. Personnel			
Full-time staff[2]	7.5 (12)[1]	3.3 (14)	6 (17)
Students and staff on tour[2]	111 (18)	50 (21)	62 (18)
Tour group weeks	31 (31)	7 (7)	2 (2)
2. Budget allocation			
Percent of operating	13.3 (13)	12.7 (13)	10.5 (11)
3. Time allocation in administration meetings[2]	20% (33)	30% (13)	10% (28)
4. Equipment			
Ten passenger van	1 (1)	-	1 (1)
Thirty-two passenger bus	1 (3)	-	-
Addressograph	1 (1)	1 (1)	-
Off-set press	1 (1)	1 (1)	1 (1)
Plate maker	-	1 (1)	-
Small copier	1 (1)	1 (1)	1 (1)
Large copier	1 (1)	-	-
Slide projector	2 (2)	3 (3)	-
Tape recorder	2 (2)	1 (1)	2 (2)
Public address system	-	-	1 (1)
Radio studio	1 (1)	-	-
5. Frequency of general mailings	22 (22)	26 (26)	18 (18)
6. Catalogues distributed[2] (regular and mini)	10,000 (16)	1,000 (4)	4,500 (13)
Total assigned units	(158)	(106)	(113)

[1] A unit is an assigned number based on item frequency in each category. Assigned units appear in brackets.

[2] The assigned units for this item were based on a ratio of staff/student involvement in environmental relations to staff/student component expressed as a thousandth part at each college. Total components were as follows: Briercrest 614; Western 236; and Concordia 352.

Budget Allocation

The three institutions had direct budget appropriations for environmental relations. Though Briercrest appropriated nearly twice the amount of funds ($256,384) as Concordia ($141,000), and nearly five times the amount appropriated by Western ($46,300), the percentage of total operational budget appropriated to external relations by the three colleges was nearly the same. The percent of operational budget allotted to environmental relations by each college was as follows: Briercrest 13.3 percent, Western 12.7 percent, and Concordia 10.5 percent.

Time Allocation in Administrative Meetings

All the colleges appropriated time to external relations policy and procedure formulation at administrative meetings. Though a large part of environmental relations planning occurred outside the administrative meetings, the colleges allocated the following amounts of agenda time to external relations matters: Briercrest 20 percent; Western 30 percent; and Concordia 10 percent.

Equipment

The three colleges had made equipment purchases specifically for environmental relations activities. Other equipment items on campus, essential for the academic program, also served as supportive components in environmental relations. All the colleges had one or more tape recorders, slide projectors and copiers, as well as an offset press that were used in the academic program and in environmental relations.

However, other equipment was utilized primarily for external relations activities. Briercrest had a 10 and a 32-passenger vehicle, while Concordia operated a 15 passenger vehicle for external relations.

Western did not own a similar vehicle. Only Briercrest and Western had addressograph equipment.

Briercrest had developed a radio program production studio. Concordia had purchased a completely portable public address system for external relations activities.

Briercrest was assigned 13 units for equipment allocation, while Western was assigned 8, and Concordia 6.

Frequency of Mailings

All three institutions were involved in mailing programs with frequency of mailings annually for the colleges as follows: Briercrest, 22; Western, 26; and Concordia, 18.

Catalogue Distribution

Regular size and mini, or abbreviated, catalogues were distributed by the three colleges. Briercrest distributed 10,000 annually, Western 1,000 annually, and Concordia 4,500 catalogues a year. A ratio calculation with the staff/student component at the colleges provided Briercrest with 16 assigned units, Western 4, and Concordia 13.

Summary

In general, Briercrest had a higher commitment to administrative intensity relative to allocation of physical and human resources for environmental relations than did the other two colleges. The assigned units totalled 158 for Briercrest, 106 for Western, and 113 for Concordia. Briercrest scored higher on dimensions of intensity, except in full-time personnel, staff and students on tour, and the frequency of mailings. Western and Concordia had a larger assigned unit frequency for full-time personnel than Briercrest. Western scored higher than Briercrest and

Concordia on the staff and students on tour and frequency of general mailing items.

SCOPE

The scope of environmental relations involved the focus and extent of external relations activities. The focus addressed the types of external publics with which the colleges communicated. The extent related to the size of the mailing lists at the three church-related colleges.

Types of External Publics

All the institutions related to several external publics that were similar. Trustees, alumni, parents of present or former students, prospective students, friends, and churches received the major focus of the environmental relations activities at the colleges (See Table 22).

As denominational colleges, Western and Concordia related to the six publics largely within their respective denominational structures. Briercrest related to publics in a broader church spectrum of 26 denominations.

Concordia, as an affiliated college, addressed two distinct external publics, including the University of Alberta and the Department of Advanced Education and Manpower.

Western and Concordia had a similar number (9 each) of external groups on which they focused information, while Briercrest related to 6 groups.

Size of Mailing List

The three colleges had similar classifications on their mailing

Table 22

The Scope of Environmental Relations Among the Colleges (1978)

Item	Briercrest	Western	Concordia
1. Types of external publics	Trustees (1)[1] Alumni (1) Parents (1) Friends (1) Prospective students (1) Denomination (26)[3]	Trustees (1) Alumni (1) Parents (1) Friends (1) Prospective students (1) PAOC (1) PAOC pastors not in PAOC churches (1) Non-PAOC pastors near college (1)	Trustees (1) Alumni (1) Parents (1) Friends (1) Prospective students (1) Lutheran (1) University of Alberta (1) Dept. of Adv. Ed. and Manpower (1) General Edmonton community (1)
2. Size of mailing list			
Alumni	5,000	1,000	3,500
Parents	3,000	600	1,000
Friends	2,500	800	2,500
Prospective students	1,800	350	1,000
Churches	1,500	2,625[4]	700
Total	13,800 (22)[2]	5,375 (23)	8,700 (24)
Total assigned units	(54)	(31)	(33)

[1] A unit is an assigned number based on item frequency in each category. Assigned units appear in brackets.

[2] The assigned units for this item were based on a ratio of staff/student involvement in environmental relations to staff/student component expressed as a thousandth part at each college. Total components were as follows: Briercrest 614; Western 236; and Concordia 352.

[3] The assigned units reflects the denominational contacts of the institution; it is acknowledged that this weighting may be spuriously high.

[4] By means of bulk mail 2,500 pieces were sent to 125 churches.

lists, including alumni, parents, prospective students, friends of the college, and churches. Briercrest had the greatest number of names on their mailing list with 13,800 entries. Concordia had the next largest number with 8,700 and then Western, with 5,375. The 2,625 entries on Western's list represented the combined bulk mailing of 2,500 pieces and the 125 churches on the college's mailing list. When the mailing lists were calculated as a ratio of the staff/student component at each college, Briercrest received 22, Western 23, and Concordia 24 units.

Summary

To a great extent, the three colleges were addressing similar types of external publics, though the two denominational colleges, Western and Concordia, addressed groups peculiar to their denominational structures. Concordia had a unique relationship with the University of Alberta and the Department of Advanced Education and Manpower.

Briercrest had the largest mailing list, with Concordia's about two-thirds the size of Briercrest's and Western's about one-third that of Briercrest's. In total assigned units, Briercrest scored 54 while Western and Concordia were similar with 31 and 33, respectively.

A COMPOSITE ENVIRONMENTAL RELATIONS PROFILE OF THE COLLEGES

The preceeding comparative analysis provided the basis for a composite environmental relations profile for each of the colleges. The frequency of assigned units for each dimension of the profiles appear in Table 23. The frequencies reveal that Briercrest scored higher than Western or Concordia on all three dimensions of environmental relations. Concordia was assigned a slightly larger frequency of units than

Table 23

Frequency of Assigned Units for Environmental Relations Profiles

Dimension	Briercrest	Western	Concordia
Initiative	219	62	99
Intensity	158	106	113
Scope	54	31	33

Western for intensity and scope, and about one-third more units than Western for initiative. On the initiative dimension Briercrest was assigned twice the number of units as Concordia and about three times that of Western. The frequency for intensity and scope were about one-third greater for Briercrest than Western or Concordia. (A visual presentation of the data in Table 23 is presented as a graph in Figure 3.)

An additional factor relative to the organizational size of the colleges was considered in the comparative analysis of the environmental relations profiles. A staff/student component size index was devised as a means whereby the matter of the unequal size of the colleges could be taken into account. Utilizing Briercrest's staff/student component (614) as a size index, the assigned units for Western and Concordia were converted to reflect the differences in college size. Western's staff/student component was 236 while Concordia's was 352. The conversion results are present in Table 24.

When the staff/student component or organizational size was taken into consideration, Briercrest scored higher in initiative than

Figure 3

A Composite Environmental Relations Profile--Assigned Units

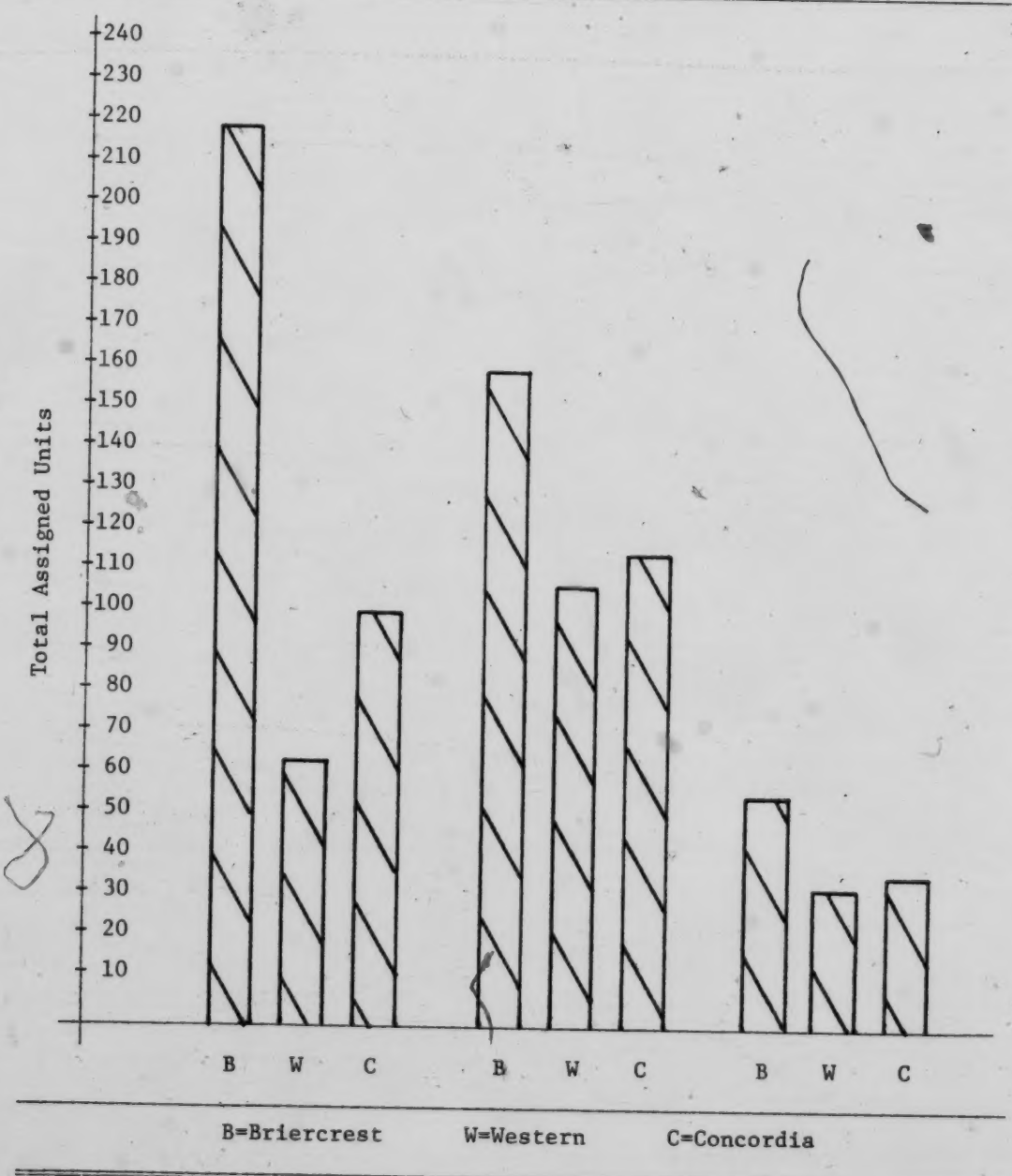


Table 24

Converted Unit Scores for Environmental Relations Profiles

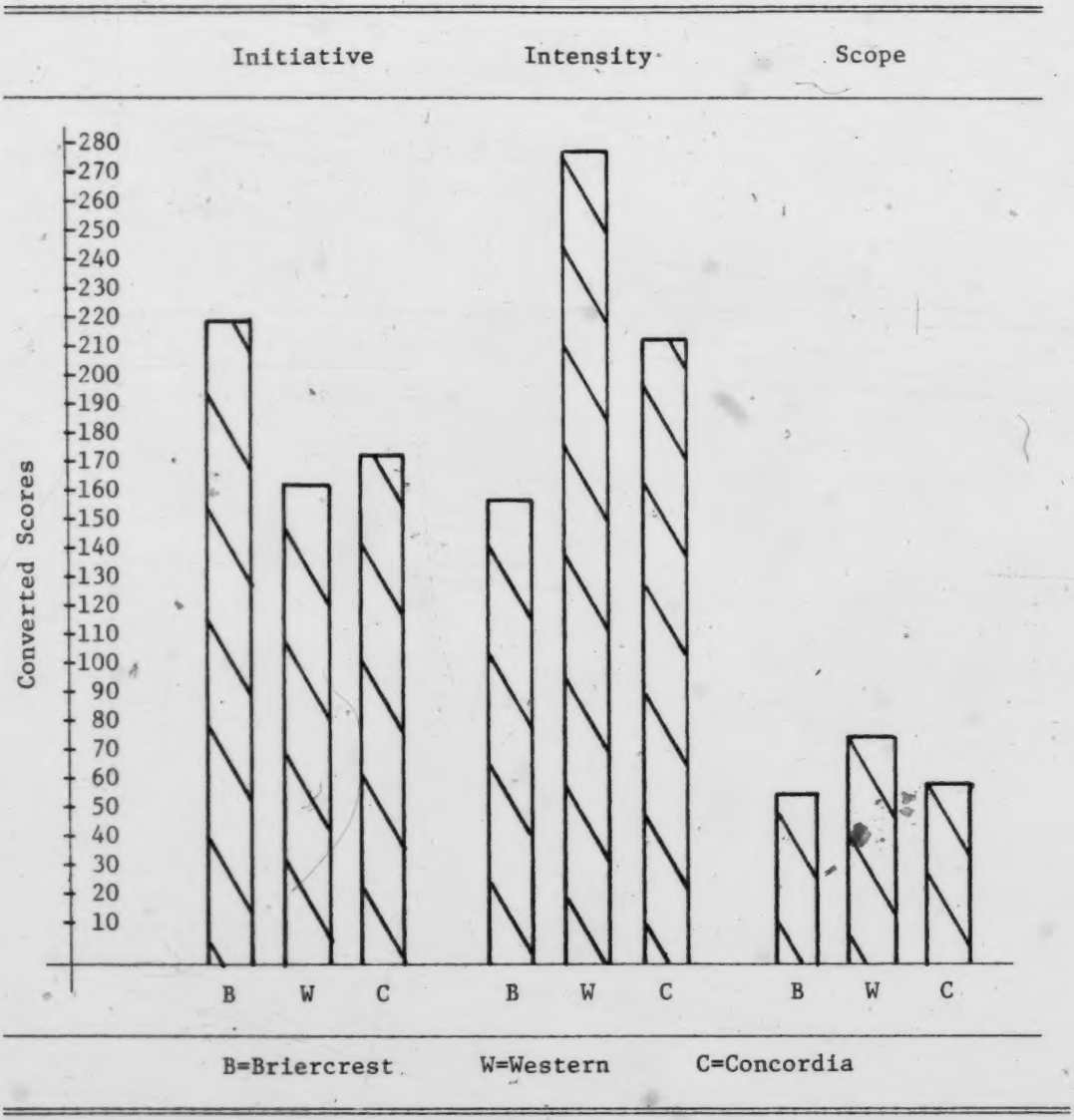
	Briercrest			Western			Concordia	
	Stand-ard	Size Index	Assigned Units	Converted Units	Size Index	Assigned Units	Converted Units
Initiative	219	$\frac{614}{236}$	62	161	$\frac{614}{352}$	99	172
Intensity	158	$\frac{614}{236}$	106	276	$\frac{614}{352}$	113	213
Scope	54	$\frac{614}{236}$	31	73	$\frac{614}{352}$	33	56

did Western or Concordia, but lower than Western or Concordia in intensity and scope. The converted units in intensity at Western were about one and three-quarters times as great as at Briercrest and about one-fifth greater than at Concordia. Though the converted units in scope were similar among the colleges, Western scored higher with 73 units, while Concordia scored 56 and Briercrest, 54. (A visual display of the data is presented in Figure 4.)

There is some evidence that with increased size an economy of scale becomes operative, and it should be considered when comparing organizations differing in size. A comparative analysis of the three college's environmental relations profiles that utilized scores somewhere between the assigned unit scores (Table 23) and the converted units report in Table 24 might be more appropriate.

Figure 4

A Composite Environmental Relations Profile--
Converted Scores[1]



[1]A size index (614) representing Briercrest's staff/student component was applied to the assigned units of Western and Concordia to calculate the converted scores.

SUMMARY

The purpose of this chapter was to provide a comparative analysis of the independent, denominational, and affiliated colleges relative to their historical contexts, formalized linkages, and environmental relations profiles.

The comparative analysis was accomplished by means of comparison tables involving the three colleges relative to enrollments, linkages, initiative, intensity, and scope.

A composite profile was constructed from the comparative analyses and a size index applied to the assigned units. If the assignment of unit values to the several dimensions related to initiative, intensity, and scope was a valid means for comparative analysis, there was some evidence to support the notion that the independent college maintained greater initiative, intensity, and scope in external relations than did the denominational and affiliated colleges.

However, with the application of a size index the independent college scored higher in initiative than did either the denominational or affiliated college, but lower in intensity and scope than did the denominational and affilated college. The denominational college was higher in administrative intensity and scope than were the independent or affiliated colleges. Consideration of an economy of scale, which seemed to come into play as the size of the organization increased, may indicate that a more appropriate comparison of the colleges environmental relations may occur between the profiles based on the assigned unit scores and the ones premised on the size index converted scores.

CHAPTER 7

ENVIRONMENTAL RELATIONS EFFECTIVENESS AND THE AWARENESS OF SELECTED PUBLICS

The purpose of this chapter is to present the data gathered by means of the Environmental Relations Effectiveness and Awareness Survey. The survey was designed to ascertain the perceptions of administrators, faculty, trustees, alumni, parents, and prospective students regarding the effectiveness and awareness levels of environmental relations at three church-related colleges.

The results are presented under the following headings: the effectiveness of environmental relations viewed by selected publics of each college; the effectiveness of environmental relations as viewed by selected publics among the colleges; the effectiveness of environmental relations activities related to program offerings, financial matters, and campus activities as viewed by selected publics of each college; the effectiveness of environmental relations activities related to program offerings, financial matters, and campus activities as viewed by selected publics among the colleges; the awareness of selected publics of the colleges; and the awareness of selected publics among the colleges. The descriptive and analytical presentations in this chapter provide some insight into the perceptions of various publics concerning the environmental relations activities of the colleges, and address sub-problems five through ten in Chapter 1.

THE EFFECTIVENESS OF ENVIRONMENTAL RELATIONS AS VIEWED BY SELECTED PUBLICS WITHIN THE COLLEGES

Respondents were requested to indicate their perception of the effectiveness of environmental relations procedures utilized by their colleges. These procedures were itemized within four major categories: paper information flow, mass media information flow, off-campus activities involving college staff and students, and campus visitations. Responses to the five-point scale on the items in each category, numbering 8, 4, 10, and 7, respectively, were combined and mean scores were derived for analytical purposes.

A fifth response category measured the overall effectiveness of information flow on a ten-point scale. In this section, differences in the perceptions of six publics within each college were analyzed by means of the F-test; in the next section, differences by respondent groups were compared.

Briercrest

Data regarding the effectiveness of environmental relations at Briercrest as perceived by six publics are presented in Table 25. No significant differences were observed between the six publics regarding paper information flow and mass media information flow. However, there were statistically significant differences between the means of the publics concerning off-campus activities involving college staff and students, and concerning campus visitations. Even at the .10 level, the Scheffé Multiple Comparison of Means procedure did not indicate between which groups the differences of means on effectiveness of activities involving college staff and students were statistically significant. By inspection, however, it was possible to

Table 25

Mean Effectiveness of Environmental Relations at Briercrest as Viewed by Selected Publics

Item	1 Administrators N=9	2 Faculty N=22	3 Trustees N=23	4 Alumni N=52	5 Parents N=52	6 Prospective Students N=26	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.74	3.34	3.56	3.46	3.80	3.64	2.52	
2. Mass Media Information Flow[1]	2.57	2.70	2.73	2.88	3.37	2.78	2.12	
3. Off-Campus Activities Involving College Staff and Students[1]	3.53	3.51	3.90	3.75	4.00	4.00	2.32*	
4. Campus Visitations[1]	3.85	3.56	3.95	3.88	4.16	4.25	3.74**	2[a] 5,6[b]
5. Overall Effectiveness of Information Flow[2]	7.44	7.14	7.76	7.35	6.98	6.63	1.82	

[1]A 5 point scale was used on this item with 5 being high effectiveness.
[2]A 10 point scale was used on this item with 10 being high effectiveness.
*Significant at the .05 level.
**Significant at the .01 level.
[a]Viewed environmental relations as least effective.
[b]Viewed environmental relations as most effective.

speculate that the statistical difference appeared to be attributable to the difference of perception between the faculty and parents and the faculty and prospective students. The parents' and prospective students' views of the effectiveness of off-campus activities were identical and relatively high with a mean of 4.00 on the five-point scale. Faculty viewed off-campus activities of staff and students as a less effective way of promoting the college than did parents and prospective students.

External relations procedures involving campus visitations by individuals and groups were viewed as significantly more effective by parents and prospective students than by faculty. These findings suggest that parents and prospective students seemed to regard meeting staff and students off campus and making personal visits to the campus as a significantly more effective means for promoting the college than did faculty.

To a large extent, the six publics held similar views regarding the overall effectiveness of information flow activities. The means for the six publics ranged from 6.63 to 7.76 on a ten-point scale. This seemed to suggest that all the publics viewed Briercrest's environmental relations efforts as relatively effective. No significant differences were observed among the groups on the overall effectiveness item.

Western

Table 26 presents the findings regarding the perceptions of selected publics related to Western. There were no significant differences among the publics for any of the five categories.

The relative similarity in means for all publics under all categories suggested that the selected publics were in basic agreement as to the effectiveness of the environmental relations activities at

Table 26

Mean Effectiveness of Environmental Relations at Western as Viewed by Selected Publics

Item	Administrators N=9	Faculty N=8	Trustees N=14	Alumni N=56	Parents N=42	Prospective Students N=28	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.74	3.36	3.41	3.54	3.46	3.58	0.39	
2. Mass Media Information Flow[1]	2.81	2.63	2.61	2.84	3.03	3.20	0.58	
3. Off-Campus Activities Involving College Staff and Students[1]	3.69	3.61	3.57	3.46	3.76	3.84	0.97	
4. Campus Visitations[1]	3.29	3.55	3.28	3.21	3.56	3.78	1.67	
5. Overall Effectiveness of Information Flow[2]	7.33	7.00	6.15	6.47	6.28	6.07	1.03	

[1] A 5 point scale was used on this item with 5 being high effectiveness.
[2] A 10 point scale was used on this item with 10 being high effectiveness.

Western. All publics rated three categories of information flow as falling on the average between 3.03 and 3.84. The exception was the mass media category. Administrators, faculty, trustees, and alumni judged the college's mass media efforts to fall on the average between 2.61 and 2.84 The overall effectiveness of the college's environmental relations activities was perceived by all the publics to be relatively high.

Concordia

The means for Concordia's publics were generally lower than those of Briercrest and Western. Tabulation of the data concerning selected publics at Concordia are presented in Table 27.

There were no statistically significant differences in the category of paper information flow. The views of alumni and prospective students were identical with a mean of 3.31. On the average the six publics perceived the effectiveness of paper information flow to be moderately high with a range of means from 2.88 to 3.51. Four of the six means were observed to cluster around 3.30.

Concerning mass media, off-campus and campus visitation information flow, an examination of the means of the six publics suggested that the farther removed the public was from the college, on a continuum from administrators to prospective students, the less effectively they perceived the environmental relations of the college.

No statisical differences existed between the groups regarding the overall effectiveness of information flow. The means of the six publics ranged from 5.06 for parents to 6.22 for trustees. This seemed to indicate that Concordia's publics viewed the college's external

Table 27

Mean Effectiveness of Environmental Relations at Concordia as Viewed by Selected Publics

Item	Administrators N=7	Faculty N=22	Trustees N=9	Alumni N=34	Parents N=20	Prospective Students N=12	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	2.88	3.25	3.34	3.31	3.51	3.31	0.95	
2. Mass Media Information Flow[1]	3.35	3.03	2.79	2.91	2.70	2.49	0.66	
3. Off-Campus Activities Involving College Staff and Students[1]	3.53	3.35	3.23	3.47	3.28	2.73	1.11	
4. Campus Visitations[1]	3.44	3.35	3.34	3.38	3.32	2.63	1.35	
5. Overall Effectiveness of Information Flow[2]	5.83	5.71	6.22	5.42	5.06	6.17	0.84	

[1]A 5 point scale was used on this item with 5 being high effectiveness.
[2]A 10 point scale was used on this item with 10 being high effectiveness.

relations as being moderately effective.

Summary

Mass media approaches seemed in general to be viewed as less effective than the other categories by publics of all three colleges. On the other hand, information flow, off-campus activities involving college staff and students, and campus visitiations were considered reasonably effective by all college publics with the exception of Concordia's prospective students.

Statistical differences were observed between Briercrest's publics regarding off-campus information flow involving college staff and students. It was conjectured that the faculty and parents, and faculty and prospective students had different perceptions of the effectiveness of this category. Differences also were noted between these same groups concerning campus visitations by off-campus individuals and groups.

For Western, no differences were observed among publics for any of the five categories. For Concordia, no statistically significant differences occurred among the six publics. Publics of Briercrest and Western seemed to view the effectiveness of their college's environmental relations activities as more effective than did the publics at Concordia.

THE EFFECTIVENESS OF ENVIRONMENTAL RELATIONS AS VIEWED BY SELECTED PUBLICS AMONG THE COLLEGES

As a further means of comparing the effectiveness of environmental relations among the three colleges, the perceptions of each of the six publics, including administrators, faculty, trustees, alumni, parents, and prospective students, were examined.

Administrators

Administrators (See Table 28) among the colleges viewed paper information flow and the overall effectiveness of information flow differently at the .05 level of significance. Briercrest's and Western's administrators perceived paper information flow activities as more effective on the average than did Concordia's administrators. Briercrest's and Western's administrators viewed the overall effectiveness of information flow procedures as significantly higher than did Concordia's administrators. None of the other perceptual differences reached statistical significance.

Faculty

Table 29 presents findings with respect to faculty perceptions of effectiveness. Differences were not statistically significant, with the exception of perceptions regarding the overall effectiveness of information flow. In this category, Briercrest's faculty found overall effectiveness of information flow as significantly more effective (at the .01 level) than did Concordia's faculty. The other differences in faculty perceptions did not reach statistical significance.

A comparison of means on the first four categories for each

Table 28

Mean Effectiveness of Environmental Relations as Viewed by Administrators

Item	1 Briercrest N=9	2 Western N=9	3 Concordia N=7	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.74	3.74	2.88	4.97*	3[a] 1,2[b]
2. Mass Media Information Flow[1]	2.57	2.81	3.35	1.94	
3. Off-Campus Activities Involving College Staff and Students[1]	3.53	3.69	3.53	0.14	
4. Campus Visitations[1]	3.85	3.29	3.44	2.50	
5. Overall Effectiveness of Information Flow[2]	7.44	7.33	5.83	5.46**	3[a] 2,1[b]

[1] A 5 point scale was used on this item with 5 being high effectiveness.
[2] A 10 point scale was used on this item with 10 being high effectiveness.
*Significant at the .05 level.
**Significant at the .01 level
[a] Viewed environmental relations as least effective.
[b] Viewed environmental relations as most effective.

Table 29

Mean Effectiveness of Environmental Relations as Viewed by Faculty

Item	[1] Briercrest N=22	[2] Western N=8	[3] Concordia N=22	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.34	3.36	3.25	0.14	
2. Mass Media Information Flow[1]	2.70	2.63	3.03	0.90	
3. Off-Campus Activities Involving College Staff and Students[1]	3.51	3.61	3.35	0.55	
4. Campus Visitations[1]	3.56	3.55	3.35	0.52	
5. Overall Effectiveness of Information Flow[2]	7.14	7.00	5.71	5.50**	3[a] 1[b]

[1] A 5 point scale was used on this item with 5 being high effectiveness.
[2] A 10 point scale was used on this item with 10 being high effectiveness.
**Significant at the .01 level.
[a] Viewed environmental relations as least effective.
[b] Viewed environmental relations as most effective.

college revealed that Briercrest's faculty ranged from a low mean of 2.70 for mass media to a high of 3.56 for campus visitations, while Western's faculty ranged from a mean of 2.63 for mass media to a high of 3.61 for off-campus activities. The faculty members at Concordia scored a mean of 3.03 for mass media information flow and identical means of 3.35 for off-campus activities and campus visitations. Paper information flow was perceived only slightly lower with a mean of 3.25.

Trustees

The findings for trustees are presented in Table 30. Trustees at the colleges differed significantly in three of the five categories.

Briercrest's trustees held that off-campus information flow involving college staff and students was significantly more effective than perceived by Concordia's trustees. Briercrest's trustees found campus visitation by off-campus individuals and groups as more effective than either Concordia's or Western's trustees did.

The overall effectiveness of information flow at Briercrest was observed by their college's trustees to be significantly higher, at the .01 level, than perceived by the trustees at Western or Concordia.

Alumni

Alumni at the colleges did not differ significantly concerning effectiveness of paper information flow, mass media information flow, or off-campus activities, but differed in their perceptions regarding campus visitations and overall effectiveness (See Table 31).

Briercrest's alumni viewed campus visitations by off-campus individuals and groups information flow as significantly more effective, at the .01 level, than did Western's or Concordia's alumni. The overall

Table 30

Mean Effectiveness of Environmental Relations as Viewed by Trustees

Item	1 Briercrest N=23	2 Western N=14	3 Concordia N=9	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.56	3.41	3.34	0.44	
2. Mass Media Information Flow[1]	2.73	2.61	2.79	0.09	
3. Off-Campus Activities Involving College Staff and Students[1]	3.90	3.57	3.23	4.64*	3[a] 1[b]
4. Campus Visitations[1]	3.95	3.28	3.34	7.14**	2,3[a] 1[b]
5. Overall Effectiveness of Information Flow[2]	7.76	6.15	6.22	7.15**	2,3[a] 1[b]

[1] A 5 point scale was used on this item with 5 being high effectiveness.

[2] A 10 point scale was used on this item with 10 being high effectiveness.

*Significant at the .05 level.

**Significant at the .01 level.

[a] Viewed environmental relations as least effective.

[b] Viewed environmental relations as most effective.

Table 31

Mean Effectiveness of Environmental Relations as Viewed by Alumni

Item	1 Briercrest N=52	2 Western N=56	3 Concordia N=34	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.46	3.54	3.31	1.28	
2. Mass Media Information Flow[1]	2.88	2.84	2.91	0.03	
3. Off-Campus Activities Involving College Staff and Students[1]	3.75	3.46	3.47	2.40	
4. Campus Visitations[1]	3.88	3.21	3.38	10.36**	2,3[a] 1[b]
5. Overall Effectiveness of Information Flow[2]	7.35	6.47	5.42	14.63**	3[a] 2 1[b]

[1] A 5 point scale was used on this item with 5 being high effectiveness.
[2] A 10 point scale was used on this item with 10 being high effectiveness.
**Significant at the .01 level.
[a] Viewed environmental relations as least effective.
[b] Viewed environmental relations as most effective.

effectiveness of information flow was regarded as significantly higher, at the .01 level, by Briercrest's alumni than by the alumni at Western and Concordia. Similarly, Western's alumni also saw the overall effectiveness of information flow activities as statistically higher, at the .01 level, than did Concordia's alumni.

Parents

The college's parents (See Table 32) differed on more categories, four of the possible five, than did any of the other six publics. Differences were observed in all categories except that of mass media information flow. Briercrest's parents viewed paper information flow as significantly more effective, at the .05 level, than did Western's parents.

Parents of Briercrest's students found off-campus information flow involving college staff and students significantly more effective than did their counterparts at Concordia.

Environmental relations involving campus visitation by off-campus individuals and groups information flow were found by Briercrest's parents to be more effective than by either Western's or Concordia's parents. Briercrest's parents and Western's parents both saw the overall effectiveness of information flow developed through external relations practices significantly higher than did parents at Concordia.

Prospective Students

Findings pertaining to prospective students are presented in Table 33. Statistically significant differences occurred only in two categories of effectiveness as perceived by prospective students among the colleges. Briercrest's and Western's prospective students held that

Table 32

Mean Effectiveness of Environmental Relations as Viewed by Parents

Item	1 Briercrest N=52	2 Western N=42	3 Concordia N=20	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.80	3.46	3.51	3.45*	2^a 1^b
2. Mass Media Information Flow[1]	3.37	3.03	2.70	2.21	
3. Off-Campus Activities Involving College Staff and Students[1]	4.00	3.76	3.28	5.02**	3^a 1^b
4. Campus Visitations[1]	4.16	3.56	3.32	8.35**	$3,2^a$ 1^b
5. Overall Effectiveness of Information Flow[2]	6.98	6.28	5.06	7.86**	3^a $2,1^b$

[1] A 5 point scale was used on this item with 5 being high effectiveness.
[2] A 10 point scale was used on this item with 10 being high effectiveness.
*Significant at the .05 level.
**Significant at the .01 level.
[a] Viewed environmental relations as least effective.
[b] Viewed environmental relations as most effective.

Table 33

Mean Effectiveness of Environmental Relations as Viewed by Prospective Students

Item	1 Briercrest N=26	2 Western N=28	3 Concordia N=12	Results of ANOVA F	Subsets
1. Paper Information Flow[1]	3.64	3.58	3.31	0.66	
2. Mass Media Information Flow[1]	2.78	3.20	2.49	0.97	
3. Off-Campus Activities Involving College Staff and Students[1]	4.00	3.84	3.73	5.49**	3[a] 2,1[b]
4. Campus Visitations[1]	4.25	3.78	2.63	16.21**	3[a] 2,1[b]
5. Overall Effectiveness of Information Flow[2]	6.63	6.07	6.17	0.57	

[1] A 5 point scale was used on this item with 5 being high effectiveness.

[2] A 10 point scale was used on this item with 10 being high effectiveness.

**Significant at the .01 level.

[a] Viewed environmental relations as least effective.

[b] Viewed environmental relations as most effective.

off-campus information flow involving college staff and students had significantly greater effectiveness at the .01 level than did the prospective students at Concordia.

Prospective students of Briercrest and Western also differed significantly from their counterparts at Concordia with respect to campus visitation by off-campus individuals and groups. Briercrest's and Western's prospective students perceived campus visitations as higher in effectiveness than did Concordia's prospective students.

Summary

The perceptions of six publics in this study were compared across the three colleges as a means of exploring any differences that may be present among selected college groups.

Administrators at Briercrest and Western viewed activities in two of the five categories as significantly more effective at their respective colleges than did Concordia's administrators. Little difference was found between the perceptions of faculty members at the colleges, with the exception of the overall effectiveness of information flow procedures where Briercrest's faculty viewed the item statistically higher than did Concordia's faculty. Trustees differed in three of the five categories, with Briercrest's trustees finding environmental relations activities significantly more effective then did trustees at the other two colleges.

Differences among alumni groups occurred in two of the five categories. Briercrest was viewed as significantly more effective in relation to campus visitations than were Western and Concordia. All alumni publics at the colleges differed from each other concerning overall effectiveness. Briercrest's alumni viewed overall effectiveness to be higher at their institution than did Western's, and both found the overall

effectiveness of environmental relations information flow to be higher at their respective colleges than did Concordia's alumni.

Parents of the three colleges differed on more categories, four of the five, than any of the other publics being compared among the colleges. Briercrest's parents generally perceived activities as being more effective than did the parents at the other two colleges.

The colleges' prospective students differed statistically for two of the five categories. Briercrest's and Western's potential students found off-campus activities involving staff and students and campus visitations to be more effective for their own college than did Concordia's potential students.

Wherever differences occurred, the publics for the independent college generally perceived their college's environmental relations activities to be more effective than did the publics for the affiliated college. Publics for the denominational college were less consistent when differences occurred. On five occasions the publics for the denominational college judged their college as less effective in environmental relations than did the publics for the independent college. Similarly, there were five instances where the publics for the denominational college viewed an information flow category as significantly more effective than did the publics for the affiliated college.

THE EFFECTIVENESS OF ENVIRONMENTAL RELATIONS RELATED TO PROGRAM OFFERINGS, FINANCIAL MATTERS, AND CAMPUS ACTIVITIES AS VIEWED BY SELECTED PUBLICS WITHIN THE COLLEGES

All publics responding to the Environmental Relations Effectiveness and Awareness Survey were asked to indicate which aspects of the college, including program offerings, financial matters,

or campus activities, were most effectively communicated by information flow activities. Responses on items within each of the four major information flow categories were combined and compiled by frequency percentages for analytical purposes. Since the data derived from this task were categorical rather than interval, the Chi Square procedure was employed as the statistical test. Analyses by information flow categories indicated whether or not differences among respondent groups were statistically significant, but they did not indicate the location of these differences. The interpretations of significant differences in this section will be made with a greater degree of caution than in the previous section where parametric tests were employed.

Comparisons were drawn between the six publics of each college, including administrators, faculty, trustees, alumni, parents, and prospective students. The data are presented in percentages and analyses of differences reported when significances reach the .05 level.

Briercrest

Findings for Briercrest's publics are presented in Table 34. Concerning the paper information flow category, there were statistically significant differences in perception among the six publics. An inspection of the percentage distributions provided some indication that administrators (41.7) and faculty (41.2) viewed program offerings as being most effectively communicated by paper information flow, while alumni (37.5), parents (37.0), and prospective students (43.7) found campus activities as the aspect of the college most effectively communicated through paper information flow activities. Trustees (35.9) regarded paper information flow equally effective in communicating about program offerings and financial matters.

Table 34

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Selected Publics Within Briercrest

Item		Administrators N=9	Faculty N=22	Trustees N=23	Alumni N=52	Parents N=54	Prospective Students N=27	χ^2
1. Paper Information Flow	Prog. Of. %	41.7	41.2	35.9	34.4	35.2	39.5	
	Fin. Mat. %	31.7	22.9	35.9	28.1	27.9	16.8	18.15*
	Cam. Act. %	26.7	35.9	28.2	37.5	37.0	43.7	
2. Mass Media Information Flow	Prog. Of. %	41.2	41.8	66.7	57.5	54.7	58.8	
	Fin. Mat. %	5.9	1.8	0.0	8.8	3.1	0.0	18.47*
	Cam. Act. %	52.9	56.4	33.3	33.8	42.2	41.2	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	46.7	45.7	37.1	36.6	41.7	36.3	
	Fin. Mat. %	28.3	27.8	31.8	27.2	29.4	22.0	30.00**
	Cam. Act. %	25.0	26.5	31.1	36.2	28.9	52.7	
4. Campus Visitations	Prog. Of. %	30.4	17.9	22.7	19.4	27.2	26.2	
	Fin. Mat. %	19.6	26.1	19.5	21.5	19.1	17.8	10.07
	Cam. Act. %	50.0	56.0	57.8	59.2	53.8	56.1	

*Significant at the .05 level.
**Significant at the .01 level.

There also were significant differences at the .05 level among Briercrest's six publics regarding the mass media category. However, with several cell counts below 5, there may be little meaning in these significant differences. In any case, administrators (52.9) and faculty (56.4) found campus activities most effectively conveyed to the external publics by means of the mass media, while the external publics, including trustees (66.7), alumni (57.5), parents (54.7), and prospective students (58.8), perceived that mass media information flow was most effective in presenting the college's program offerings.

The off-campus information flow involving college staff and students category showed statistically significant differences at the .01 level among Briercrest's six publics. Four of the six groups, including administrators (46.7), faculty (45.7), trustees (37.1), and parents (41.7), perceived that program offerings were more effectively communicated by items in this category than were either financial matters or campus activities. Prospective students (52.7), however, seemed to indicate that campus activities were most effectively communicated. Alumni perceptions seemed to be equally divided between the effectiveness of off-campus activities in communicating program offerings and campus activities.

No significant differences were observed for the campus visitation by off-campus individuals and groups information flow category. All of the publics seemed to agree that the campus visitation category most effectively communicated campus activities to the selected publics.

Western

Table 35 presents the findings for Western's publics. Statistical significant differences at the .01 level were observed among

Table 35

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Selected Publics Within Western

Item		Administrators N=9	Faculty N=8	Trustees N=14	Alumni N=56	Parents N=43	Prospective Students N=29	χ^2
1. Paper Information Flow	Prog. Of. %	26.1	20.9	23.3	25.7	18.5	43.8	
	Fin. Mat. %	39.1	44.2	39.7	33.5	33.5	18.8	28.60**
	Cam. Act. %	34.8	34.9	37.0	40.9	48.0	37.5	
2. Mass Media Information Flow	Prog. Of. %	50.0	100.0	70.6	77.6	64.5	70.8	
	Fin. Mat. %	0.0	0.0	0.0	2.0	0.0	0.0	9.58
	Cam. Act. %	50.0	0.0	29.4	20.4	35.5	29.2	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	33.3	34.0	40.5	32.2	31.6	36.9	
	Fin. Mat. %	37.8	26.0	32.9	24.8	19.1	7.1	31.79**
	Cam. Act. %	28.9	40.0	26.6	43.0	49.3	56.0	
4. Campus Visitations	Prog. Of. %	17.5	14.6	26.8	25.4	38.6	31.3	
	Fin. Mat. %	22.5	19.5	25.0	24.4	18.8	14.9	16.09
	Cam. Act. %	60.0	65.9	48.2	50.2	42.6	53.7	

**Significant at the .01 level.

the publics responding to items under the paper information flow category. Three publics, including administrators (39.1), faculty (44.2), and trustees (39.7), perceived that financial matters were most effectively presented through paper information flow. However, alumni (40.9) and parents (48.0) indicated campus activities, while prospective students (43.8) selected program offerings as being most effectively presented.

There were no significant differences observed in the mass media category. Except for administrators whose perceptions were divided equally between program offerings and campus activities, the other five publics indicated that program offerings were presented more adequately through mass media information flow than were financial matters or campus activities.

Significant differences at the .01 level were ascertained in perceptions among the six publics on the greatest impact of off-campus activities involving college staff and students. Although the differences were not easily identified, it seemed that administrators (37.8) regarded off-campus activities most effective in financial matters, while trustees (40.5) held that it was in program offerings. Faculty (40.0), alumni (43.0), parents (49.3), and prospective students (56.0), however appeared to agree that off-campus activities involving college staff and students most effectively communicated information about campus activities.

Concerning campus visitation by off-campus individuals and groups information flow, no significant differences were observed. The six publics agreed, with percentages ranging from 42.6 to 60.0, that campus activities were more effectively communicated to the college publics through campus visitations than were program offerings or financial matters.

Concordia

Findings for Concordia's publics are presented in Table 36. Though the publics did not differ statistically in their perceptions regarding the impact of paper information flow, the percentage distribution was fairly evenly split between program offerings and financial matters.

No statistical differences were observed in mass media information flow. And again, the perceptions were fairly evenly divided on the effectiveness of mass media, but this time between program offerings and campus activities.

The publics were significantly different at the .01 level in their observation of the aspect of the college communicated most effectively by off-campus information flow involving college staff and students. A larger percentage of administrators (41.2) and faculty (40.0) indicated program offerings were communicated most effectively by off-campus activities. Alumni (41.9), parents (52.2), and prospective students (66.7), however, decided they best communicated campus activities. Trustees were quite divided in their views on this item.

There were no statistical differences among the publics' perceptions of which aspect of the college's operation was best presented through campus visitations by off-campus individuals and groups. It was generally agreed that campus activities were promoted more effectively than financial matters or program offerings by items under campus visitation information flow.

Summary

The Chi Square statistical test was applied to the frequency distributions of the perceptions of six publics related to each college

Table 36

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Selected Publics Within Concordia

Item		Administrators N=7	Faculty N=22	Trustees N=9	Alumni N=34	Parents N=23	Prospective Students N=12	χ^2
1. Paper Information Flow	Prog. Of. %	36.2	48.2	45.8	37.7	39.2	55.9	
	Fin. Mat. %	25.5	18.2	27.1	17.9	20.3	5.9	14.19
	Cam. Act. %	38.3	33.6	27.1	44.4	40.5	38.2	
2. Mass Media Information Flow	Prog. Of. %	50.0	57.1	50.0	40.4	51.6	46.2	
	Fin. Mat. %	0.0	4.1	0.0	19.1	6.5	0.0	15.65
	Cam. Act. %	50.0	38.8	50.0	40.4	41.9	53.8	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	41.2	40.0	34.6	41.3	26.9	21.2	
	Fin. Mat. %	29.4	25.6	32.7	16.8	20.9	12.1	24.80**
	Cam. Act. %	29.4	34.4	32.7	41.9	52.2	66.7	
4. Campus Visitations	Prog. Of. %	27.5	31.5	31.6	28.9	27.9	21.4	
	Fin. Mat. %	17.5	17.4	18.4	17.8	13.1	14.3	2.78
	Cam. Act. %	55.0	51.1	50.0	53.3	59.0	64.3	

**Significant at the .01 level.

regarding which aspect of the college's operation (program offerings, financial matters, or campus activities) was most effectively communicated by items within four information flow categories.

For Briercrest, statistical differences at the .05 level were observed between the publics regarding paper information flow and mass media information flow. The publics also observed the aspect of the college best communicated by off-campus information flow significantly differently at the .01 level. No differences were observed between publics concerning campus visitation by off-campus individuals and groups information flow.

Western's publics were significantly different at the .01 level in their perceptions of the value of paper information flow and off-campus information flow involving college staff and students. No other differences were observed.

The publics related to Concordia held significantly different views at the .01 level regarding off-campus information flow involving staff and students. Statistical differences with respect to the other three information flow categories were not found.

THE EFFECTIVENESS OF ENVIRONMENTAL RELATIONS RELATED TO PROGRAM OFFERINGS, FINANCIAL MATTERS, AND CAMPUS ACTIVITIES AS VIEWED BY SELECTED PUBLICS AMONG THE COLLEGES

As a means of gaining insight into differences which may have occurred between specific publics (e.g. administrators) among the three colleges, the Chi Square test was applied to the information flow categories utilized in the previous section. The percentages in each cell indicate the relative frequency of respondents within a public who regarded the impact of that type of information flow to be most

effective in a given aspect of the college operation.

Administrators

There were no statistically significant differences observed among the perceptions of administrators at the colleges concerning which aspect of college operations each information flow category related to most effectively (See Table 37). It should be noted, however, that the actual number of administrators was too small for reporting this analysis with much confidence. An inspection of the response distributions showed that the administrators of the three colleges had little agreement as to which area of the college operation was best communicated by a particular type of information flow with the exception of campus visitation by off-campus individuals and groups. The largest percentage of administrators at the three colleges seemed to agree that the campus visitation category promoted an understanding of campus activities more effectively than other aspects of the college.

Faculty

Faculty responses for the three colleges are presented in Table 38. Regarding paper information flow, the faculty at Briercrest, Western, and Concordia differed significantly at the .01 level. Briercrest's (41.2) and Concordia's faculty (48.2) selected program offerings as the area most effectively presented by paper information flow, while Western's faculty (44.2) identified financial matters.

Differences at the .05 level were also observed with respect to the faculty's view of mass media information flow. These differences, however, should be treated with caution in view of the low responses in financial matters across institutions. A majority of Briercrest's

Table 37

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Administrators

Item		Briercrest N=9	Western N=9	Concordia N=7	χ^2
1. Paper Information Flow	Prog. Of. %	41.7	26.1	36.2	
	Fin. Mat. %	31.7	39.1	25.5	4.33
	Cam. Act. %	26.7	34.8	38.3	
2. Mass Media Information Flow	Prog. Of. %	41.2	50.0	50.0	
	Fin. Mat. %	5.9	0.0	0.0	1.72
	Cam. Act. %	52.9	50.0	50.0	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	46.7	33.3	41.2	
	Fin. Mat. %	28.3	37.8	29.4	2.18
	Cam. Act. %	25.0	28.9	29.4	
4. Campus Visitations	Prog. Of. %	30.4	17.5	27.5	
	Fin. Mat. %	19.6	22.5	17.5	2.25
	Cam. Act. %	50.0	60.0	55.0	

Table 38

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Faculty

Item		Briercrest N=22	Western N=8	Concordia N=22	χ^2
1. Paper Information Flow	Prog. Of. %	41.2	20.9	48.2	
	Fin. Mat. %	22.9	44.2	18.2	14.51**
	Cam. Act. %	35.9	34.9	33.6	
2. Mass Media Information Flow	Prog. Of. %	41.8	100.0	57.1	
	Fin. Mat. %	1.8	0.0	4.1	11.19*
	Cam. Act. %	56.4	0.0	38.8	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	45.7	34.0	40.0	
	Fin. Mat. %	27.8	26.0	25.6	4.19
	Cam. Act. %	26.5	40.0	34.4	
4. Campus Visitations	Prog. Of. %	17.9	14.6	31.5	
	Fin. Mat. %	26.1	19.5	17.4	8.93
	Cam. Act. %	56.0	65.9	51.1	

*Significant at the .05 level.
**Significant at the .01 level.

faculty (56.4) identified campus activities, while faculty (100.0) at Western and at Concordia (57.1) judged program offerings as most effectively presented through the mass media. Briercrest's and Concordia's faculty were inclined to view off-campus activities as effectively promoting program offerings whereas Western's faculty selected campus activities.

The majority of faculty seemed to agree that the promotion of campus activities was facilitated through campus visitation by off-campus individuals and groups.

Trustees

The findings for the college trustees are presented in Table 39. No differences were observed among the college's trustees for any of the four information flow categories. Although views with respect to the area of greatest impact of paper information flow were quite divided, there seemed to be agreement on the other three information flow categories.

Concerning the mass media and off-campus information flow involving college staff and students, the trustees perceived their impact to be most effective in the area of program offerings. The colleges' trustees held that campus activities were most effectively communicated by campus visitation.

Alumni

In Table 40 the findings relative to alumni are presented. Significant differences at the .01 level occurred among the alumni publics regarding paper information flow and mass media information flow. The differences in both instances appeared to lie in Concordia's alumni's

Table 39

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Trustees

Item		Briercrest N=23	Western N=14	Concordia N=9	χ^2
1. Paper Information Flow	Prog. Of. %	35.9	23.3	45.8	
	Fin. Mat. %	35.9	39.7	27.1	7.92
	Cam. Act. %	28.2	37.0	27.1	
2. Mass Media Information Flow	Prog. Of. %	66.7	70.6	50.0	
	Fin. Mat. %	0.0	0.0	0.0	2.15
	Cam. Act. %	33.3	29.4	50.0	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	37.1	40.5	34.6	
	Fin. Mat. %	31.8	32.9	32.7	0.83
	Cam. Act. %	31.1	26.6	32.7	
4. Campus Visitations	Prog. Of. %	22.7	26.8	31.6	
	Fin. Mat. %	19.5	25.0	18.4	2.48
	Cam. Act. %	57.8	48.2	50.0	

Table 40

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Alumni

Item		Briercrest N=52	Western N=56	Concordia N=34	χ^2
1. Paper Information Flow	Prog. Of. %	34.4	25.7	37.7	
	Fin. Mat. %	28.1	33.5	17.9	14.77**
	Cam. Act. %	37.5	40.9	44.4	
2. Mass Media Information Flow	Prog. Of. %	57.5	77.6	40.4	
	Fin. Mat. %	8.8	2.0	19.1	16.26**
	Cam. Act. %	33.8	20.4	40.4	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	36.6	32.2	41.3	
	Fin. Mat. %	27.2	24.8	16.8	8.67
	Cam. Act. %	36.2	43.0	41.9	
4. Campus Visitations	Prog. Of. %	19.4	25.4	28.9	
	Fin. Mat. %	21.5	24.4	17.8	7.88
	Cam. Act. %	59.2	50.2	53.3	

**Significant at the .01 level.

selection of financial matters; however, with the low cell frequency within the mass media category, the differences should be viewed cautiously. Briercrest's and Concordia's alumni were equally divided between program offerings and campus activities for the aspect of their college most effectively promoted by off-campus activities. Western's alumni (43.0) generally selected campus activities in the off-campus activities category.

The largest number of alumni (Briercrest, 59.2; Western, 50.2; and Concordia, 53.3) determined that campus activities were promoted more effectively through campus visitation by off-campus individuals and groups than were financial matters or program offerings.

Parents

Parents at the colleges differed significantly at the .01 level on two of the four information flow categories, including paper information flow and off-campus information flow by college staff and students (See Table 41).

The highest percentage of parents at the three colleges (Briercrest, 37.0; Western, 48.0; and Concordia, 40.5) were inclined to select campus activities as the area which was most effectively presented through items in the paper information flow category. Briercrest's parents (41.7) opted for program offerings, while Western's (49.3) and Concordia's parents (52.2) judged campus activities to be better communicated by means of off-campus information flow.

There was a larger percentage of parents (Briercrest, 54.7; Western, 64.5; and Concordia, 51.6) that decided on program offerings for mass media information flow, and a majority of parents (Briercrest, 53.8; Western, 42.6; and Concordia, 59.0) that favoured campus activities

Table 41

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Financial Matters, and Campus Activities as Viewed by Parents

Item		Briercrest N=54	Western N=43	Concordia N=23	χ^2
1. Paper Information Flow	Prog. Of. %	35.2	18.5	39.2	
	Fin. Mat. %	27.9	33.5	20.3	17.90**
	Cam. Act. %	37.0	48.0	40.5	
2. Mass Media Information Flow	Prog. Of. %	54.7	64.5	51.6	
	Fin. Mat. %	3.1	0.0	6.5	2.81
	Cam. Act. %	42.2	35.5	41.9	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	41.7	31.6	26.9	
	Fin. Mat. %	29.4	19.1	20.9	20.93**
	Cam. Act. %	28.9	49.3	52.2	
4. Campus Visitations	Prog. Of. %	27.2	38.6	27.9	
	Fin. Mat. %	19.1	18.8	13.1	6.29
	Cam. Act. %	53.8	42.6	59.0	

**Significant at the .01 level.

for campus visitation information flow.

Prospective Students

Tabulation of findings for prospective students is presented in Table 42. There were no statistical differences observed among the colleges' prospective student publics relative to the four information flow categories. The potential students were equally divided between program offerings and campus activities as the areas most effectively communicated by the paper and mass media information flow categories.

The majority of prospective students of the three colleges judged campus activities to be most effectively communicated by means of off-campus information flow involving college staff and students and also by campus visitations of off-campus individuals and groups information flow.

Summary

Categorical data relative to program offerings, financial matters, and campus activities at the colleges were examined statistically with the Chi Square test. These analyses provided insight into which of these areas were judged to be most effectively communicated by means of four types of information flow activities.

Administrator's perceptions were not found to differ significantly from one college to another on any of the four information flow categories. The faculties of the three colleges differed statistically in their determination of which area of the college program was most effectively communicated by paper information flow and mass media information flow at the .05 and .01 levels of significance, respectively. No differences were observed regarding the colleges' trustees concerning

Table 42

The Effectiveness of Environmental Relations Activities Related to Program Offerings, Fiancial Matters, and Campus Activities as Viewed by Prospective Students

Item		Briercrest N=27	Western N=29	Concordia N=12	χ^2
1. Paper Information Flow	Prog. Of. %	39.5	43.8	55.9	
	Fin. Mat. %	16.8	18.8	5.9	4.86
	Cam. Act. %	43.7	37.5	38.2	
2. Mass Media Information Flow	Prog. Of. %	58.8	70.8	46.2	
	Fin. Mat %	0.0	0.0	0.0	2.23
	Cam. Act. %	41.2	29.2	53.8	
3. Off-Campus Activities Involving College Staff and Students	Prog. Of. %	36.3	36.9	21.2	
	Fin. Mat. %	11.0	7.1	12.1	3.69
	Cam. Act. %	52.7	56.0	66.7	
4. Campus Visitations	Prog. Of. %	26.2	31.3	21.4	
	Fin. Mat. %	17.8	14.9	14.3	1.49
	Cam. Act. %	56.1	53.7	64.3	

the four types of information flow.

Alumni perceptions among the colleges differed significantly at the .05 level concerning both paper and mass media information flow activities related to program offerings, financial matters, and campus activities. There was also a significant difference at the .05 level observed among parents at Briercrest, Western, and Concordia relative to paper information flow and off-campus information flow involving college staff and students. No differences occurred among the perceptions of prospective students of the colleges.

THE AWARENESS OF SELECTED PUBLICS WITHIN THE COLLEGES

To provide another measure of the level of public awareness of specific environmental relations practices relative to program offerings, financial matters, and campus activities, a 15-item awareness scale was constructed for each college. The publics were requested to respond on a four-point scale to the level of their awareness of items, including academic programs, buildings, publications, campus conferences, fund-raising projects, student activities, and related matters peculiar to each of the colleges.

Although the scales were equal in length, the items were unique for each of the three colleges. Consequently, no item-by-item comparisons could be undertaken. Scores for the 15 items were combined into one score for each respondent and differences of means tests were applied to examine differences within and among college publics.

The findings for the awareness of the selected publics within each college are presented in Table 43.

Table 43

The Level of Awareness of Selected Publics Regarding Environmental Relations Activities Within the Colleges

College		Administrators	Faculty	Trustees	Alumni	Parents	Prospective Students	Results of ANOVA F	Subsets
Briercrest	$\bar{X}$	3.84[1]	3.68	3.61	3.44	2.87	2.29	32.65**	6[a]
									5
	N	9	22	23	52	54	27		1,2,3,4[b]
Western	$\bar{X}$	3.65[1]	3.56	3.21	2.99	2.55	1.97	19.97**	6[a]
									5
	N	9	8	14	56	43	28		1,2,3,4[b]
Concordia	$\bar{X}$	3.53[1]	3.35	3.29	2.55	1.89	1.56	29.13**	5,6[a]
									4
	N	7	22	9	34	23	12		1,2,3[b]

[1] A 4 point scale was used on these items with 4 indicating high level of awareness.
**Significant at the .01 level.
[a] Least aware.
[b] Most aware.

Briercrest

The selected publics of Briercrest were significantly different, at the .01 level, in their awareness of the college's operation. Administrators, faculty, trustees, and alumni were statistically more aware than were parents or prospective students. And parents were also more aware statistically than were prospective students. There were no differences among the awareness of administrators, faculty, trustees, and alumni of the college. The means indicated that awareness level seemed to be related to degree of involvement in the college (e.g. administrators 3.80 to prospective students 2.29); the publics with less involvement seemed to have less awareness of college activities.

Western

A similar pattern to that of Briercrest relative to statistical differences was observed for Western. Administrators, faculty, trustees, and alumni were observed as having a significantly higher awareness level of the college's operation than did parents and prospective students. Administrators, faculty, trustees, and alumni did not differ among themselves in their awareness level of the college. The means of each public formed a continuum from the administrators to the prospective students. This seemed to suggest that the greater the distance a person is removed from the college, the less aware that person will be concerning the college's operation.

Concordia

At Concordia, the administrators, faculty, and trustees were found statistically more aware at the .01 level than the alumni, parents, and prospective students. The awareness of alumni was statistically

greater than for parents and prospective students. No differences were observed among perceptions of administrators, faculty, and trustees, nor between those of parents and prospective students. A continuum of means from the administrators to prospective students similar to the one observed for Briercrest and Western was also observed with respect to Concordia.

Summary

A 15-item scale was constructed separately for each college to measure public awareness of college operations. The responses from the selected publics were collapsed into one score and tested for differences within and among the colleges. Statistical differences among groups were observed within each of the colleges at the .01 level. Briercrest's and Western's administrators, faculty, trustees, and alumni differed from parents and prospective students. Concordia's administrators, faculty, and trustees differed from the alumni, parents and prospective students. A comparison of means for each respondent within the colleges indicated that the following continuum of publics existed regarding their level of awareness of the college: administrators (high), faculty, trustees, alumni, parents, and prospective students (low).

THE AWARENESS OF SELECTED PUBLICS AMONG THE COLLEGES

The last section investigated the awareness level of publics within the colleges. This section will provide an analysis of awareness levels of publics among the colleges.

The means of the six publics were examined for differences among the colleges. The combined score for each public's response to the 15-item awareness scale was compared by means of the F-test. The findings are presented in Table 44.

Table 44

The Level of Awareness of Selected Publics Regarding Environmental Relations Activities Among the Colleges

Public		1 Briercrest	2 Western	3 Concordia	Results of ANOVA F	Subsets
Administrators	$\bar{X}$	3.84[1]	3.65	3.53	1.97	
	N	9	9	7		
Faculty	$\bar{X}$	3.68[1]	3.56	3.35	3.28*	3[a] 1[b]
	N	22	8	22		
Trustees	$\bar{X}$	3.61[1]	3.21	3.29	2.84	
	N	23	14	9		
Alumni	$\bar{X}$	3.44[1]	2.99	2.55	32.15**	3[a] 2 1[b]
	N	52	56	34		
Parents	$\bar{X}$	2.87[1]	2.55	1.89	17.33**	3[a] 2 1[b]
	N	54	43	23		
Prospective Students	$\bar{X}$	2.29[1]	1.97	1.56	5.64**	3[a] 1[b]
	N	27	28	12		

[1] A 4 point scale was used on these items with 4 indicating high level of awareness.
*Significant at the .05 level.
**Significant at the .01 level.
[a] Least aware.
[b] Most aware.

Administrators

There were no significant differences observed among the colleges' administrators regarding their awareness of their colleges. The means ranged from Concordia's 3.53 to Briercrest's 3.84 on a four-point scale. This seemed to suggest that the colleges' administrators were highly aware of college operations.

Faculty

A statistical difference at the .05 level concerning awareness was evident between the Briercrest and Concordia faculties. Briercrest's faculty were significantly more aware of their college's operations than were the faculty at Concordia. There were no differences in awareness between the faculty at Western and those of the faculty at Briercrest and Concordia.

Trustees

The trustees at the colleges were not significantly different in their levels of awareness. With means of 3.61 for Briercrest, 3.21 for Western, and 3.29 for Concordia, there was an indication that the trustees were nearly as aware of their college's programs as were the administrators.

Alumni

The levels of awareness among the colleges' alumni were significantly different at the .01 level. Briercrest's alumni were significantly more aware than were the alumni at Western and Concordia. The alumni at Western were statistically more aware than were the alumni at Concordia.

Parents

The parents of present or former students were statistically different in their awareness levels at the .01 level of significance. Parents of Briercrest's students were significantly more aware than were similar publics at Western and Concordia. Western's parents were more aware statistically than were their counterparts at Concordia.

Prospective Students

A statistical difference at the .01 level was observed between Briercrest's and Concordia's prospective students. The prospective students of Briercrest were significantly more aware of their college than were Concordia's prospective students. No differences were observed between Briercrest's and Western's prospective students nor between Western's and Concordia's prospective students.

Summary

In an attempt to examine the level of awareness of publics related to the three colleges, a 15-item awareness scale, incorporating various aspects of each college's operations, was developed for each college. For comparative purposes within and among the colleges, the responses for each public at each college were collapsed into a single score. These scores were analyzed by means of the F-test.

Most publics related to one college differed significantly from each other in their awareness levels. When each public was compared to its counterpart in the other colleges, significant differences in awareness were observed among faculty, alumni, parents, and prospective students.

SUMMARY

The purpose of this chapter was to present the data generated by means of the Environmental Relations Effectiveness and Awareness Survey. A description of the respondents related to each college was provided. By means of the F-test the respondent's views were analyzed and compared within and among the colleges regarding the effectiveness of environmental relations.

The categorical data concerning program offerings, financial matters, and campus activities provided by the instrument were analyzed with the Chi Square test and the statistical comparison of the publics within and among the colleges was reported.

Respondents were requested to respond to a 15-item awareness scale peculiar to each college. The scores were collapsed and a single score statistically compared by means of the F-test for the selected publics within and among the colleges.

CHAPTER 8

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The purpose of this chapter is to present a summary of the study and its findings, conclusions, implications for theory and practice, and recommendations for further study and research.

SUMMARY OF THE STUDY

Purpose and Problems of the Study

The major purpose of the study was to examine the environmental relations activities in three church-related colleges with varying degrees of formalized linkages with their external environments and to examine the effectiveness and awareness of environmental relations activities perceived by selected publics of the colleges.

In order to address the research problem, the following sub-problems were established:

1) What types of formal linkages existed between the colleges and their environments?

2) What initiatives in environmental relations had been developed by the colleges?

3) What was the intensity of environmental relations at the colleges?

4) What was the scope of environmental relations at the colleges?

5) What was the level of effectiveness of environmental relations as perceived by selected publics within and among the colleges?

6) What was the level of effectiveness of environmental relations activities related to program offerings, financial matters, and campus activities as viewed by selected publics within and among the colleges?

7) What was the level of awareness of environmental relations activities as viewed by selected publics within and among the colleges?

Significance of the Study

Justification for the study was premised on two grounds. First, based on the postsecondary contextual literature and the organizational-environmental theoretical literature, the interaction between an organization and its external environment appeared to be an important area for further research, particularly for church-related colleges. Second, the college-environment interface was viewed as an administrative responsibility. Church college administrators may or may not have an accurate perception of the effectiveness of their college's environmental relations as a basis for formulating appropriate educational policy. By providing a framework for an examination of the college's environmental relations, the participating church-related colleges' administrators could obtain a more accurate view of the effectiveness of their colleges' environmental relations activities.

Conceptual Framework

A framework for the study was derived from the organization-environment theoretical literature and related research literature. A general open-systems theoretical construct was employed wherein the church-related college was viewed as having two primary subsystems: instructional and administrative. The focal point of the study was the

environmental relations activity within the administrative subsystem. The degree of formalized linkages with external organizations, the colleges' environmental relations profiles, and the awareness of selected publics were considered important variables for this study.

Research Procedures

Three church-related colleges were selected for the study on the basis of their formalized linkages with external organizations and convenience of their accessibility for research purposes. The selected colleges were an independent college, Briercrest Bible Institute; a denominational college, Western Pentecostal Bible College; and an affiliated college, Concordia College.

Respondents. The presidents and two key administrators at each college were interviewed regarding their college's environmental relations activities. A sample of six publics related to each college was selected to complete the Environmental Relations Effectiveness and Awareness Survey, including administrators, faculty, trustees, alumni, parents, and prospective students.

Instruments. Two instruments were required to measure the respondents' perceptions of the environmental relations activities at the colleges. A search for instruments of related research revealed that no appropriate means for measuring environmental relations procedures at church-related colleges seemed to exist. Therefore, two instruments were generated with assistance from a panel of experts.

A pilot study was conducted at the Canadian Bible College, Regina, to refine the instruments and to test for validity and reliability. The results of the pilot study indicated that some further clarification and modification of items were required. These were incorporated into the

final drafts of the instruments before the main study was conducted.

The interview guide consisted of 31 open-ended and closed-ended questions related to the formalized linkages which existed between the colleges and external organizations, and the initiative, intensity, and scope of the colleges' environmental relations activities.

The survey instrument contained enough demographic questions to assure the proper placement of respondents into the appropriate public groups. There were 29 items divided unequally among four major environmental relations information flow categories. The categories were paper information flow, mass media information flow, off-campus activities involving staff and students, and campus visitations. A five-point scale was utilized with one representing low effectiveness and five representing high effectiveness. The respondents were also given an opportunity to indicate which of three areas a particular item addressed most effectively, including program offerings, financial matters, or campus activities.

One item tapped a global overall effectiveness of the environmental activites at the colleges on a scale from one to ten with ten representing high effectiveness.

A fifteen-item awareness scale unique to each college was generated from the interview data wherein the respondents could indicate their degree of awareness regarding each item. A four-point scale was employed with four representing high awareness.

Data received by means of the pilot study indicated that the instruments had a level of face validity and, with minor revisions, constituted an appropriate means of collecting information related to

the research problem. A Spearman-Brown split-half reliability test was applied to the pilot study data yielding coefficients from 0.76 to 0.84 on the three sections of the survey instrument. The same test performed on data from the main study produced reliability coefficients from 0.84 to 0.91 for the same three sections in the survey.

On the basis of the above research activities and results, it was concluded that the instruments were valid and reliable means for data collection in this study.

Data collection. The data were collected in two stages including a three-day visit to each college for interviews with the presidents and key administrators, and the mailing of the questionnaires to a sample of six selected publics related to the colleges. The mailing procedure was interrupted by a national mail strike which probably played a role in the low return rate. A 49 percent return for the selected publics of the three colleges was achieved--47 percent of the total were useable returns.

Data treatment. Two different treatments were utilized in the data analyses. One involved descriptive profiles; the other, inferential statistics. The interview data were categorized by means of an environmental relations profile framework consisting of formalized linkages, administrative initiative, intensity, and scope.

For comparative purposes, item-frequency numbers were assigned to the various types of information flow for each college. The assigned unit value represented a simple frequency of the item being analyzed. In some cases, a ratio of the staff/student environmental relations involvement to the total staff/student component was employed. A size index was also applied to the findings generated by the assigned unit activity to provide a basis for comparisons of the colleges' environmental relations profiles.

The questionnaire data were in the form of responses to the environmental relations activities at the colleges on Likert-type scales. Data were keypunched on computer cards and analyzed by appropriate statistical programs at the Division of Educational Research Services (DERS) at the University of Alberta. The basic output consisted of three items. First, frequencies in each category by college were generated by the Statistical Package for the Social Sciences (SPSS) program, "Frequencies." Second, the F-test for comparing variances within and among the colleges' publics was generated by the DERS Anov 15 one-way analysis of variance. Third, a crosstabulation and Chi Square test of statistical significance was generated by the SPSS program, "Crosstabs." As a result, differences between administrators, faculty, trustees, alumni, parents, and prospective students within and among the colleges were examined.

Findings of the Study

An overview of the descriptive and statistical findings by each college and in a comparative summary is provided in the order of the subproblems of the study.

Briercrest. As an independent church-related college, Briercrest had a charter with the Saskatchewan provincial government, a tradition of association with several denominations, and no formal linkages with a postsecondary or denominational organization.

The environmental relations profile of administrative initiative at the college involved eight different types of paper information flow, three types of mass media information flow, five types of off-campus activities involving staff and students, and six types of campus visitation programs.

The administrative intensity of the environmental relations profile involved 7.5 full-time personnel, 111 students and staff on tour, and 31 tour group weeks of external relations activity. There were also 13.3 percent of the college's operating budget, 20 percent of the time in administration meetings, and ten pieces of equipment allocated to environmental relations matters. The college utilized 22 general mailings and distributed 10,000 catalogues for environmental relations purposes.

The scope of the college's profile indicated that Briercrest focused on six types of external publics and had 13,800 entries on its mailing lists.

Using assigned unit values for comparative purposes, Briercrest's profile had 219 units for initiative, 158 for intensity, and 54 units for the scope of external relations activities. Since Briercrest served as the standard from which a size index was applied to Western's and Concordia's assigned unit scores, its assigned and converted unit scores were one and the same.

The selected publics of the college had similar perceptions of the effectiveness of the college's environmental relations activities with the exception of campus visitations where parents and prospective students perceived that activity to be significantly more effective than did the faculty.

Omitting campus visitations, there was little agreement among the publics whether program offerings, financial matters, or campus activities were most effectively communicated by various environmental relations activities of the college. All publics seemed to agree that campus visitations communicated most effectively information regarding campus activities.

The awareness levels of Briercrest's publics concerning fifteen environmental relations items relative to the college were similar for administrators, faculty, trustees, and alumni. The means ranged from 3.84 (on a 4-point scale) for administrators, to 3.44 for alumni. However, these four publics differed significantly from the awareness of parents and prospective students, and parents differed significantly from the awareness of prospective students. The parents indicated a 2.87 mean and the prospective students, 2.29.

Western. A denominational college that served as the educational arm of the British Columbia District of Pentecostal Assemblies of Canada, Western had a charter with the provincial government of British Columbia, but no other formalized linkage with either the provincial government or a postsecondary institution.

The aspect of environmental relations profile related to administrative initiative indicated that Western employed six types of paper information flow, two types of mass media information flow, four types of off-campus activities involving staff and students, and five types of campus visitations.

It was observed that the administrative intensity of environmental relations at that college was comprised of 3.3 full-time personnel, 50 students and staff on tours, and seven tour group weeks. The budget allocation consisted of 12.7 percent of the operating budget and 30 percent of the time in administration meetings was given to environmental relations concerns. Eight pieces of equipment were used in environmental relations efforts, 26 general mailings were sent to external publics, and 1,000 catalogues were distributed.

The scope of the environmental relations profile revealed

that Western addressed its external relations to eight publics, and had a combined mailing list numbering 5,375.

The assigned units for the environmental relations profile at the college resulted in 62 units for administrative initiative, 106 units for administrative intensity, and 31 units for the scope of external relations. However, application of the size index resulted in converted unit scores of 161 for administrative initiative, 276 for administrative intensity, and 73 for the scope of environmental relations.

The selected publics of the college agreed as to the effectiveness of the environmental relations efforts exerted by the college. No significant differences appeared regarding any of the categories of environmental relations information flow.

When requested to indicate by which category of information flow program offerings, financial matters, or campus activities were most effectively communicated, the only agreement among the publics occurred in the mass media and campus visitations categories. Significant differences appeared among the publics when they responded to the same question relative to paper information flow and off-campus activities involving staff and students.

The level of awareness between Western's publics was similar to that of Briercrest's. Four publics, including administrators, faculty, trustees, and alumni, were comparable in their awareness levels. The mean range was from 3.65 (on a four-point scale) for administrators, to 2.99 for alumni. These four publics, however, differed significantly from the awareness of parents and prospective students of the college. A significant difference was also observed between the parents' and prospective students' awareness. The parents mean was 2.55 while the

prospective students' was 1.97.

Concordia. As an affiliated church-related college, along with the usual charter, Concordia had formalized linkages with the Lutheran Church--Missouri Synod, the University of Alberta, and a funding arrangement with the Department of Advanced Education and Manpower in the Alberta provincial government.

The profile of environmental relations at the college included in the administrative initiative aspect, ten types of paper information flow, five types of mass media activity, three types of off-campus activities involving staff and students, and three types of campus visitation events.

The area of environmental relations related to intensity at the college revealed that six full-time personnel were employed in external relations efforts while 62 students and staff were on tour, and the college was involved in two tour group weeks of activity. Environmental relations budget was 10.5 percent of the total operating budget and about 10 percent of the time in administration meetings was taken up with external relations matters. There were six pieces of equipment utilized in environmental relations. The college produced eighteen for its publics and distributed 4,500 catalogues.

The scope of the college's environmental relations activities encompassed nine different external publics, and 8,700 entries on its mailing list.

With respect to the unit assignment for the various areas in the college's environmental relations profile, the results were 99 assigned units for initiative, 113 for administrative intensity, and 33 for the scope of external relations. When the size index was applied to the above assigned unit scores, the converted scores were 172 for

initiative, 213 for intensity, and 56 for the scope of environmental relations activities.

The paper information flow procedure utilized by the administrators at Concordia was viewed similarly by the six publics related to the college. All the publics perceived the effectiveness of information flow to be moderately high with the means falling on an average from 2.88 to 3.51.

The effectiveness of environmental relations in the areas of program offerings, financial matters, and campus activities was agreed upon by the selected publics. There was a significant difference at the .01 level regarding off-campus activities involving staff and students. Administrators, faculty, and trustees seemed to perceive program offerings as most effectively communicated by off-campus activities, while alumni, parents, and prospective students indicated that it was campus activities.

Awareness levels among the publics indicated that administrators, faculty, and trustees were most aware of the college's operation, while parents and prospective students were least aware. The alumni were observed to be between these two groups of publics in their awareness. The administrators, faculty, and trustees were significantly more aware than alumni, parents, or prospective students. The mean range was from 3.53 for administrators, to 3.29 for trustees on a four-point scale. Alumni, with a mean of 2.55, were statistically more aware than parents or prospective students with means of 1.89 and 1.56, respectively.

Comparative summary. The formalized linkages of the colleges formed a continuum from the limited linkage arrangement of the

independent college on one end, to the somewhat expanded formalized linkages of the denominational college somewhere in the middle, to the expanded linkages of the affiliated college at the opposite end. The independent and denominational colleges' enrollments increased steadily through the 1970s. The basic pattern of formalized linkages for these two colleges was in place in 1939 for the independent college, and in 1967 for the denominational college. Consequently, the increased enrollments may have occurred as a result of factors other than formalized linkages. Environmental relations activities at the independent and denominational colleges increased moderately and may have been a contributing factor. An associational linkage developed since 1969 with an accreditation body (AABC) may have provided some legitimization for the colleges to the general public resulting in increased student interest.

Enrollment for the affiliated college was level from 1970-75, but increased dramatically for the fall term of 1975. A change in the college's affiliation status in 1975, wherein the second year arts, science, and education programs at the college were transferable to the university, seemed to be a contributing factor in the dramatic increase in enrollment. Another possible factor was related to the environmental relations efforts at the college. During 1975 there was a marked increase in college presentations in Alberta public and separate high schools. It was difficult to determine whether the increased linkage or increased environmental relations efforts played the larger role in the heightened enrollment at the college.

The four major categories of information flow, including paper information flow, mass media information flow, off-campus activities

involving staff and students, and campus visitations, seemed to be appropriate for measuring the various types of initiatives developed by administrators at the three colleges. The findings regarding administrative initiative indicated that the colleges had a similar number of different types of information flow, with Briercrest having 22, Western 17, and Concordia 21.

The frequency count of initiative activities differed for each college. There was an attempt to reflect these differences in the adoption of an assigned unit scheme based upon the frequency that each item was employed by the college. The assigned unit score for administrative initiative was 219 for Briercrest, 62 for Western, and 99 for Concordia. The converted scores based on college size were 219, 161 and 122, respectively.

The independent, denominational, and affiliated colleges were found to initiate similar types of environmental relations activities. However, the frequency with which each type of information flow was utilized by the independent college was about three times that of the denominational college, and twice that of the affiliated college. When the matter of organizational size was taken into consideration, the range of differences was moderated, but the sequence remained.

The administrative intensity of the environmental relations at the colleges reflected a somewhat greater allocation of human and material resources by Briercrest in four of the six items than by Western and Concordia, including personnel, budget, equipment, and catalogue distribution.

Briercrest's full-time staff (7.5) was about twice that of

Western's (3.3) and slightly more than Concordia's (6). Briercrest had approximately twice as many students and staff involved in tours with 111, than Western with 50, or Concordia with 62. The frequency of tour-group weeks was decidedly greater for Briercrest at 31, than for Western at 7, or Concordia at 2.

The percent of operating budget utilized for environmental relations was quite similar among the colleges--Briercrest allocated 13.3 percent, Western 12.7 percent, and Concordia 10.5 percent.

Though several types of equipment were common among the colleges, Briercrest utilized ten pieces of equipment in environmental relations activities, while Western used eight, and Concordia six. Briercrest distributed about two catalogues for each one distributed by Concordia, and about ten for each one at Western.

Western had more general mailings (26) than Briercrest with 22, or Concordia with 18. Western also allocated about 20 percent more time in administrative meetings than did Concordia, and 10 percent more than Briercrest.

The assigned units for administrative intensity comprised 158 for Briercrest, 106 for Western, and 113 for Concordia. Converted scores were Briercrest, 158; Western, 276; and Concordia, 213. The independent college provided a somewhat greater allocation of personnel, budget, equipment, and catalogue distribution than did the denominational or affiliated colleges. However, when the size factor was taken into consideration, the denominational college reflected nearly twice the administrative intensity than did the independent college, and about one-third more than the affiliated college.

The scope of environmental relations among the colleges indicated

that six types of external publics were common among the colleges. Each college attempted to communicate with trustees, alumni, parents, friends of the college, prospective students, and churches regarding the colleges' operations. Whereas Briercrest developed an information flow with 26 denominations, Western related primarily to the Pentecostal Assemblies of Canada in British Columbia, and Concordia with the Lutheran Church--Missouri Synod in Canada.

Western also related to PAOC pastors not in PAOC churches and non-PAOC pastors of churches near the college. The University of Alberta, Department of Advanced Education and Manpower, and the general Edmonton community were important external publics for Concordia.

The mailing list of the independent college, comprised of 13,800 entries, was twice the size of the denominational college's list (5,375), and about one-third larger than the affiliated college's list which totaled 8,700.

The assignment of units for the items included in the scope of environmental relations resulted in 54 for Briercrest, 31 for Western, and 33 for Concordia. The converted scores were 54, 75, and 56, respectively, which suggested that the independent and affiliated colleges were nearly equal in the scope of their activities, while the denominational college was one-fifth greater.

Summarizing, the converted scores for the initiative, intensity, and scope of environmental relations of the colleges were as follows: Briercrest 219, 158, 54; Western 161, 276, 75; and Concordia 172, 213, 56, respectively.

The independent college was higher in initiative than the denominational and affiliated colleges, but lower in administrative

intensity and in the scope of the college's external relations activities. There was some evidence in organization theory (Hall 1977:107) that an economy of scale should also be considered when comparing organizations. Therefore, the actual environmental relations profiles of the colleges may lie somewhere between the assigned scores and size indexed scores used in this study.

The effectiveness of environmental relations as viewed by the selected publics among the colleges revealed that no public was in complete agreement across the colleges regarding all the categories of information flow. However, one category, mass media information flow, was perceived in a similar manner by the six publics. The effectiveness of the mass media was viewed as being relatively low by all the publics with a mean range from 2.57 for Briercrest's administrators to 3.37 for Briercrest's parents on a five-point scale. All the other publics of the colleges scored within this range.

The paper information flow at the colleges appeared to be evaluated comparatively effective by the faculty, trustees, alumni, and prospective students of the colleges. The range of means was from a low of 3.25 for Concordia's faculty, to 3.64 for Briercrest's prospective students. Administrators and parents had significantly different perceptions of paper information flow. Briercrest's and Western's administrators viewed paper information flow to be significantly more effective for their respective colleges than did Concordia's. Briercrest's and Western's means for this variable were identical at 3.74 on a five-point scale, while Concordia's was 2.88. Briercrest's parents also found paper information flow significantly more effective (3.80) than did Western's parents (3.46), though both were high. No significant differences

were observed among the colleges' publics regarding mass media activities.

Off-campus activities involving staff and students were viewed as reasonably effective by administrators, faculty, and alumni. The lowest mean among the three groups was 3.46 for Western's alumni, while Briercrest's alumni scored 3.75. Briercrest's trustees, parents, and prospective students found paper information flow significantly more effective than did similar publics at Concordia. Western's and Briercrest's prospective students viewed paper information flow as more effective than did Concordia's prospective students. However, means for the three groups regarding paper information flow were relatively high. The low mean was 3.23 for Concordia's trustees, and the high was 4.00 for Briercrest's parents and prospective students.

The administrators and faculty at the colleges agreed that campus visitations were an effective form of environmental relations. Western's administrators were at the low end of the range with a mean of 3.29 and Briercrest's administrators were high with a mean of 3.85.

The other four publics were significantly different in their appraisal of the effectiveness of campus visitations. Briercrest's trustees, alumni, and parents perceived campus visitations as significantly more effective than did the trustees, alumni, parents, and prospective students at Western and Concordia. The means ranged from a low of 3.21 for Western's alumni, to 4.16 for Briercrest's parents. Briercrest's and Western's prospective students viewed campus visitations as statistically more effective than did Concordia's prospective students. The means were 4.25, 3.78, and 2.63, respectively.

Five of the six publics, including administrators, faculty, trustees, alumni, and parents, indicated differences of perceptions

regarding the overall effectiveness of their college's environmental relations activities. Only prospective students among the colleges agreed in their perceptions of their college's environmental relations effectiveness. The means indicated, however, that the external relations were only reasonably effective. On a ten-point scale, Briercrest's mean was 6.63, Western's 6.07, and Concordia's 6.17.

The administrators and parents at Briercrest and Western judged that the overall effectiveness of the college's environmental relations efforts was statistically greater than judged by their counterparts at Concordia. The range was from a mean of 5.06 for Concordia's parents, to 7.44 for Briercrest's administrators. Faculty, trustees, and alumni at Briercrest indicated that the overall effectiveness of environmental relations at their college was greater than did the same publics at Western and Concordia. However, Western's alumni also viewed external relations as significantly more effective than did Concordia's alumni. Concordia's faculty, trustees, and alumni had relatively low means, with 5.71, 6.22, and 5.42, respectively, on a ten-point scale. The same publics at Briercrest judged their college's effectiveness relatively high, with 7.14, 7.76, and 7.35, respectively.

In general, where statistical differences occurred among the publics, the independent college's publics judged their college's environmental relations efforts to be significantly more effective than did their counterparts at Concordia, and on some occasions, at Western. Also in a few cases, Western's administrators' and parents' views of the overall effectiveness of the college's environmental efforts were significantly more positive than were Concordia's.

When requested to judge whether program offerings, financial

matters, or campus activities were most effectively communicated through environmental relations at the colleges, administrators, trustees, and prospective students at the three colleges were not dissimilar enough to register statistical differences by means of the Chi Square test. However, it was difficult to establish any agreement among the three publics with the exception of the campus visitation category. There the percentages seemed to indicate that the administrators, trustees, and prospective students of the three colleges perceived that campus activities rather than program offerings or financial matters were most effectively communicated by means of campus visitations. This was also the case for faculty, alumni, and parents. Though differences occurred in other categories, there was general agreement that campus visitations promoted the dissemination of information concerning campus activities.

The faculty, alumni, and parents differed significantly in their view of which aspect of the colleges' mission was most effectively communicated by paper information flow. Differences also occurred among the faculty and alumni publics at the colleges regarding mass media information flow; no differences were observed among the parents in this category. However, the parents among the colleges differed significantly in their views of off-campus activities involving college staff and students. No corresponding differences were observed among faculty or alumni regarding off-campus activities.

In general, the only category that was viewed consistently as effectively communicating one aspect of the college operation by all the selected publics of the colleges was campus visitations which addressed the issue of campus activities. Most differences occurred among the faculty, alumni, and parents, though among which college publics the

differences occurred was difficult to interpret.

An analysis of the awareness level of selected publics among the colleges revealed that only administrators and trustees were similar in their awareness levels which were relatively high. The means for administrators at Briercrest, Western, and Concordia were 3.84, 3.21, and 3.29, respectively, on a four-point scale.

Briercrest's alumni and parents' awareness levels were significantly greater than those of alumni and parents at Western. However, Western's alumni and parents were also statistically more aware than similar publics at Concordia. The mean range was from Briercrest's alumni's high of 3.44, to Concordia's parent's low of 1.89.

The faculty, alumni, parents, and prospective students at Briercrest were significantly more aware of their college's operation than were their counterparts at Concordia. The mean for Briercrest's faculty was 3.68, and 3.35 for Concordia. A wider range was observed between the two colleges' alumni, with Briercrest at 3.44 and Concordia, 2.55. One mean point also separated the parents of Briercrest (2.87) and Concordia (1.89). The mean spread was well below one unit for the prospective students at the colleges. Potential students at Briercrest registered 2.29, while Concordia's indicated 1.56.

There was a general trend among the colleges' publics regarding awareness. Where differences occurred between the three colleges' alumni and parents, Briercrest's publics were most aware, Western's less aware, and Concordia's least aware. When the differences appeared between faculty, alumni, parents, and prospective students at Briercrest and Concordia, again Briercrest's publics were more aware than were Concordia's.

CONCLUSIONS

Several conclusions were derived from various aspects of the study and are presented in this section.

1. The three colleges in this study were selected in part on the perceived notion that they varied in their formalized linkages with external organizations. Church-related colleges functioned somewhere on a continuum of formalized linkages, from a limited linkage that consisted of a provincial charter, to several linkages including provincial charter, denominational control in governance matters, affiliated status with a university, and a funding agreement with a provincial government.

2. Student enrollments in these church-related colleges increased during the years of 1970 to 1978, and there was an indication that formalized linkage and/or environmental relations activities were contributing factors.

3. Based on an analysis of the colleges' environmental relations profiles, it was concluded that church-related colleges with limited formalized linkages had greater administrative initiative, intensity, and scope of environmental relations activities than church-related colleges with more extensive formalized linkages. When college size was considered, the conclusions were less clear.

4. The results indicated that church-related colleges allocated between ten and thirteen percent of their operating budgets for environmental relations activities.

5. Independent, denominational, and affiliated church-related colleges initiated similar types of environmental relations activities including paper information flow, mass media information flow, off-campus activities involving staff and students, and campus visitations.

The independent church-related college was inclined to utilize these types of environmental relations activities more frequently than did the denominational or affiliated colleges.

6. The publics of the denominational college viewed the effectiveness of environmental relations activities at their college similarly whereas parents of the independent and affiliated colleges perceived the effectiveness of external relations as significantly greater than did faculty and administrators.

7. Publics of church-related colleges viewed college promotion by means of mass media as less effective than paper information flow, off-campus activities involving staff and students, or campus visitations.

8. There was general agreement among publics of church-related colleges that campus activities were more effectively communicated through campus visitations than were program offerings or financial matters of the college.

9. A continuum of awareness existed among the publics of church-related colleges with the following pattern from most aware to least aware: administrators, faculty, trustees, alumni, parents, prospective students.

10. Faculty, alumni, parents, and prospective students of the independent church-related college were significantly more aware of their college's operation than were similar publics of the affiliated college.

11. The conceptual framework relative to environmental relations profiles provided a useful methodology for investigating the environmental relations policies and procedures of church-related colleges.

IMPLICATIONS

It was possible to identify several implications based on the research findings and the conclusions drawn. The implications are relevant to organizational-environmental theorists and educational administrators.

Organizational-Environmental Theory

The research design in this study provided for an examination of three church-related colleges with varying degrees of formalized linkages with external organizations. In the light that few church-related colleges or other organizations have identical formalized linkage arrangements with external organizations, this study suggests that an investigation of organizations on a continuum of linkages from limited to extensive is an appropriate way to address the reality of disimilar linkages among organizations.

A second implication involved the notion of organizations and their environments. Relating an organization to its environment is a difficult task since the idea of organizational boundaries is largely perceptual. The awarenesss scale developed for this study provided insight into the nature of organizational boundaries, premised on levels of awareness. There was indication that groups which recorded low awareness on the scale were farther removed from the organization than were high awareness groups. Since organizational boundaries are largely an invention of the perceiver (Starbuck 1976:1070), at what place the boundary is crossed or who is ultimately inside or outside the organization is difficult to establish, However, a comparison of the mean awareness for various groups provides greater clarity on what

groups should be considered inside or outside an organization in future organizational-environmental research.

A third implication was relevant to the interaction that occurs between an organization and its task environment. Terreberry (1968:609) maintained that the informational transaction activity between organizations and their environments have lacked appropriate conceptual analysis. The four major categories of information flow generated for this study (including paper, mass media, off-campus activities involving staff and students, and campus visitations) provide a conceptualization of the way some postsecondary organizations relate to their task environment.

Educational Administrators

Administrators in church-related postsecondary institutions are largely responsible for the development and maintenance of appropriate relations with external publics important to the college. However, it is conceivable that some administrators formulate educational policy on the basis of an inaccurate perception of the information the constituency is receiving and the constituency's commitment to the college's program. The conceptual framework and instruments developed for this study contribute a methodological mechanism whereby administrators can obtain a more accurate view of college-constituent relations.

Another implication concerned the relation between church-related colleges and their prospective students. The findings indicated that prospective students were least aware of all the publics tested. If student enrollments are essential for the viability of the church-related

college, there is a compelling logic which suggests that administrators should provide increased exposure for prospective students to the college's program. Faced with a shrinking student market, administrators need to be increasingly creative in developing an appropriate information flow to prospective students.

RECOMMENDATIONS FOR FURTHER RESEARCH

In conducting further research in environmental relations, several conceptual matters deserve closer attention. It may have been unwarranted to assume that mission-oriented (denominational) institutions can be viewed as open systems. Further, several contaminating factors may have influenced the perceptions of the effectiveness of environmental relations in this study: two colleges maintained high school programs; one institution was located in an urban environment; program variations existed among the colleges. Factors external to the colleges, such as an upsurge in church renewal, may also have contributed to the perceived awareness and effectiveness of environmental relations.

Several suggestions for further research are presented for consideration.

1. The notion of examining a group of colleges based on a continuum of formalized linkages seemed to be a sound one, though the issue of college size should be addressed in related future research. The inclusion of church-related colleges with similar staff/student components may alleviate some of the concerns relative to comparative analysis based upon assigned units.

2. The environmental relations profile variables of administrative initiative, administrative intensity, and the scope of

environmental relations were useful dimensions for investigating the church-related colleges' external relations. However, it is suggested that future research provide greater clarification between administrative intensity and the scope of environmental relations variables.

3. The methodological process which was employed to develop the college publics' level of awareness scales should be replicated in other research to provide further evidence regarding the continuum of awareness presented in this study. The extent and focus of environmental relations at church-related colleges may need to be modified if the awareness continuum is substantiated by additional research.

4. Other research could focus upon relationships which exist between perceived effectiveness and levels of public awareness at church-related colleges, and funding and enrollment levels at the colleges.

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APPENDICES

APPENDIX A

DISTRIBUTION AND RETURN OF SURVEY INSTRUMENT

Table 45

Distribution and Return of the Environmental Relations Effectiveness and Awareness Survey

College	Number in Sample	Wrong or Insufficient Address	Total Potential Respondents	Number of Returns	Percent of Potential Respondents	Number of Unuseable Returns	Total of Useable Returns	Percent of Potential Respondents
Briercrest								
Administrators	11	-	11	9	82	-	9	82
Faculty	26	-	26	23	88	1	22	85
Trustees	27	-	27	23	85	-	23	85
Alumni	100	4	96	52	54	-	52	54
Parents	100	2	98	54	55	-	54	55
Prospective Students	100	3	97	28	29	1	27	28
Total	363	9	355	189	53	2	187	52

Table 45 (con't.)

Distribution and Return of the Environmental Relations Effectiveness and Awareness Survey

College	Number in Sample	Wrong or Insufficient Address	Total Potential Respondents	Number of Returns	Percent of Potential Respondents	Number of Unuseable Returns	Total of Useable Returns	Percent of Potential Respondents
Western								
Administrators	10	-	10	9	90	-	10	90
Faculty	8	-	8	8	100	-	8	100
Trustees	17	-	17	14	82	-	14	82
Alumni	100	3	97	56	58	-	56	58
Parents	100	4	96	45	47	2	43	45
Prospective Students	100	14	86	35	41	6	29	34
Total	335	21	314	167	53	8	159	51

Table 45 (con't.)

Distribution and Return of the Environmental Relations Effectiveness and Awareness Survey

College	Number in Sample	Wrong or Insufficient Address	Total Potential Respondents	Number of Returns	Percent of Potential Respondents	Number of Unuseable Returns	Total of Useable Returns	Percent of Potential Respondents
Concordia								
Administrators	8	-	8	7	86	-	7	86
Faculty	30	-	30	22	73	-	22	73
Trustees	12	-	12	9	75	-	9	75
Alumni	100	20	80	36	45	2	34	43
Parents	100	17	83	24	30	1	23	28
Prospective Students	100	19	81	14	17	2	12	15
Total	350	56	294	112	38	5	107	36
Grand Total	1049	86	963	468	49	15	453	47

APPENDIX B

INSTRUMENTS

ENVIRONMENTAL RELATIONS INTERVIEW GUIDE

Department of Educational Administration
Centre for the Study of Postsecondary Education
University of Alberta

Purpose: The purpose of this study is to investigate the effectiveness of environmental relations in church-related colleges. Specifically this study will examine the levels of awareness of selected publics regarding the program offerings, financial matters, and campus activities of church-related colleges.

Instructions: When answering the questions in this Environmental Relations Interview Guide it should be understood that environmental relations in this study includes the policies, procedures, and consequences of interacting with individuals, groups, and organizations outside a college. Program offerings involves the academic programs at your college. Financial matters involves the broad financial operations at the college including funding needs, fund raising, allocation of funds, student costs, etc. Campus activities involves the extra curricular activities at the college including sporting events, musical concerts, conferences, snow carnivals etc.

Your responses will be treated in confidence and will not be released in any way that will allow your responses to be identified with you. To facilitate further study, and tabulation of your responses and to increase the validity of my analysis, I will make notes of our conversation.

PART A Personal Data

1. Position at the college _____.

2. Length of time in present position _____.

3. Length of time at this institution _____.

4. What major activities are you engaged in that relate to environmental relations at your college?

PART B Formalized Agreements

A. Provincial government

1. What formalized written agreement(s) does your college have with the provincial government?

2. What factors led to the development of the agreement(s)?

3. How long have the agreement(s) been in existence?

4. How has the agreement(s) influenced the environmental relations activities of the college?

5. What changes do you see in the future regarding the agreement(s).

B. Postsecondary institutions

1. What formalized written agreement(s) does your college have with other postsecondary institutions?

2. What factors led to the development of the agreement(s)?

3. How long have the agreement(s) been in existence?

4. How has the agreement(s) influenced the environmental relations activities of the college?

5. What changes do you see in the future regarding the agreement(s)?

C. Denomination

1. What formalized written agreement(s) does your college have with a religious denomination?

2. What factors led to the development of the agreement(s)?

3. How long have the agreement(s) been in existence?

4. How has the agreement(s) influenced the environmental relations activities of the college?

5. What changes do you see in the future regarding the agreement(s)?

PART C Environmental Relations

A. Initiative

1. In what ways does your college initiate and maintain the flow of information regarding program offerings, financial matters, and campus activities to individuals, groups and organizations outside your college?

2. Two years ago how did your college initiate and maintain the flow of information regarding program offerings, financial matters, and campus activities to individuals, groups and organizations outside your college?

3. Project two years into the future. What new proposals or changes do you see with respect to the initiation and maintenance of the flow of information regarding program offerings, financial matters, and campus activities to individuals, groups and organizations outside your college?

B. Intensity

1. What is the personnel, budget, and equipment allocation for the purpose of communicating program offerings, financial matters, and campus activities to individuals, groups and organizations outside your college?

2. Two years ago what was the personnel, budget, and equipment allocation for the purpose of communicating program offerings, financial matters, and campus activities to individuals, groups and organizations outside your college?

3. Project two years into the future. What new proposals or changes do you see with respect to personnel, budget, and equipment allocation for the purpose of communicating program offerings, financial matters and campus activities to individuals, groups and organizations outside your college?

C. Scope

1. To what individuals, groups and organizations does your college seek to communicate information regarding program offerings, financial matters, and campus activities related to the college?

2. Two years ago what individuals, groups, and organizations did your college seek to communicate information regarding program offerings, financial matters, and campus activities related to the college?

3. Project two years into the future. What new proposals or changes do you see with respect to the individuals, groups and organizations your college will seek to communicate information regarding program offerings, financial matters, and campus activities related to the college?

PART D General Information

A. Administration committee meetings

1. At present what percentage of time is given to environmental relations activities at administrative committee meetings?

2. Two years ago indicate what percentage of time was given to environmental relations activities at administrative committee meetings?

3. Project two years into the future and estimate what percentage of time may be given to environmental relations activities at administrative committee meetings.

B. Additional Information

1. Which aspects of the environmental relations activities at your college do you regard most favorably?

2. Which aspects of the environmental relations activities at your college do you regard least favorably?

3. On a scale from 1 to 10 with 1 representing low effectiveness and 10 representing high effectiveness indicate the overall effectiveness of the environmental relations activities at your institution.

   Low 1 2 3 4 5 6 7 8 9 10 High

4. What additional information would you like to provide related to environmental relations activities at your college that has not already been discussed?

ENVIRONMENTAL RELATIONS EFFECTIVENESS AND AWARENESS SURVEY

Department of Educational Administration
Centre for the Study of Postsecondary Education
University of Alberta

Purpose: The purpose of this study is to investigate the effectiveness of environmental relations in church-related colleges. Specifically, this study will examine the levels of awareness of various groups outside the college regarding the program offerings, financial matters, and campus activities of church-related colleges.

Instructions: Answer all questions in relation to the college from which you received this questionnaire. When answering the questions it should be understood that environmental relations in this study involves the policies, procedures, and consequences of the interaction between a church-related college and various individuals, groups, and organizations outside the college. Public relations is one major aspect of environmental relations at a college.

In this study, program offerings involves the academic or curricular programs at a college. Financial matters involves the broad financial operations at a college including funding needs, fund raising, allocation of funds, student costs, etc. Campus activities involves the extra curricular activities at a college including sporting events, musical concerts, conferences, snow carnivals, etc.

Your responses will be treated in confidence and will not be released in any way that will allow your responses to be identified with you.

(over)

SECTION I. Personal Data (Distributed to administrators and faculty only)

Do not write in this space

ID Card # 1

1. Check one.

   ____ a. I spend more than 50% of my time in administrative activities at the college.

   ____ b. I spend more than 50% of my time in teaching activities at the college.

1/5

2. Number of years employed at this college _____. 6,7

3. Number of years in present position _____. 8,9

4. What formal training have you received in environmental relations (e.g. public relations course, advertising, journalism, artistic layout course, fund raising seminars, etc.)?

_____

_____

_____

5. What experience do you have in environmental relations activities (e.g. producing college catalogue, writing promotional brochures, fund raising activities, student team extension, etc.)?

_____

_____

_____

SECTION I Personal Data (Distributed to trustees, alumni, parents, and prospective students)

Do not write in this space

ID Card #1

1. Check (✓) all that apply and respond to the items within each category that you check. — — — — 1/5

____ a. Alumni 6,7

_____ Year last attended

____ b. Parent of present or former student

_____ Year son/daughter last attended 8,9

____ c. Prospective student (you have had an initial contact, letter, visit, or phone call with the college and you may or may not be planning on attending the college)

_____ Year of high school graduation 10,11

____ d. Trustee

Year(s) served as a trustee 19___ to 19___ 12,13,14,15

____ e. Other (Specify)_____

Instructions: There are two parts (Column A) and (Column B) to be completed in Section II. Under Column A, indicate, by circling the appropriate number, the effectiveness of each item used by your college as a means of communicating information about the college to individuals, groups, and organizations outside. If your college has not utilized an item, or you have insufficient information to evaluate the effectiveness of that item, please circle N/A (not applicable).

Under Column B please indicate with a check (✓) which area of information about the college you think is most effectively communicated to individuals, groups, and organizations outside your college by the item listed. Check (✓) only one area for each item. If you have checked N/A in Column A, please leave Column B blank.

Examples

	COLUMN A (Circle one only)						COLUMN B (Check one only)		
		Low Effectiveness				High Effectiveness	Program offerings	Financial matters	Campus activities
A. Paper Information Flow									
1. News releases	N/A	1	2	3	(4)	5			✓
2. Presidential report	(N/A)	1	2	3	4	5			

Do not write in this space

In example one, the respondent indicated in Column A that news releases seem to be an effective means (4 on a 5 point scale) of communicating information about the college to individuals, groups, and organizations outside the college. In Column B the respondent indicated that news releases are perceived as most effective in communicating campus activities rather than program offerings or financial matters.

In example two, the respondent indicated in Column A, by circling N/A, that either his college does not have a presidential report or he had inadequate information to evaluate the report as an environmental relations activity. Therefore, Column B was left blank.

(over)

SECTION II. Environmental Relations and Effectiveness

	COLUMN A Circle one only Low Effectiveness … High Effectiveness	COLUMN B Check one only Program offerings	Financial matters	Campus Activities	Do not write in this space
A. Paper Information Flow					
1. College catalogue (bulletin)	N/A 1 2 3 4 5				16,17
2. College mini (or abbreviated) catalogue	N/A 1 2 3 4 5				
3. College yearbook	N/A 1 2 3 4 5				18,19
4. Brochures	N/A 1 2 3 4 5				20,21
5. Form letters	N/A 1 2 3 4 5				22,23
6. Personal letters	N/A 1 2 3 4 5				24,25
7. Church bulletins	N/A 1 2 3 4 5				26,27
8. Audited financial statements	N/A 1 2 3 4 5				28,29
B. Mass-media Information Flow					30,31
9. Advertising in periodicals	N/A 1 2 3 4 5				
10. Promotion on television	N/A 1 2 3 4 5				32,33
11. Promotion in newspapers	N/A 1 2 3 4 5				34,35
12. Promotion on radio	N/A 1 2 3 4 5				36,37
					38,39

C. Off Campus Information Flow Involving College Staff and Students

	COLUMN A: Circle one only (Low Effectiveness → High Effectiveness)						COLUMN B: Check one only			Do not write in this space
							Program offerings	Financial matters	Campus activities	
13. Face-to-face meetings with individuals off campus	N/A	1	2	3	4	5				40,41
14. Phone calls	N/A	1	2	3	4	5				42,43
15. Presidential challenge to students to share information about the college off campus	N/A	1	2	3	4	5				44,45
16. College extension (work-shops by faculty off-campus)	N/A	1	2	3	4	5				46,47
17. Promotion banquets	N/A	1	2	3	4	5				48,49
18. Travelling student teams (sports, musical, drama etc.)	N/A	1	2	3	4	5				50,51
19. Stewardship representatives	N/A	1	2	3	4	5				52,53
20. Liaison person/committee with the provincial government	N/A	1	2	3	4	5				54,55
21. Liaison person/committee with a university or other college	N/A	1	2	3	4	5				56,57
22. Liaison person/committee with a religious denomination	N/A	1	2	3	4	5				58,59

(over)

D. Campus Visitation by Off-Campus Individuals, and Groups Information Flow

	COLUMN A: Circle one only (Low Effectiveness → High Effectiveness)	COLUMN B: Check one only			Do not write in this space
		Program offerings	Financial matters	Campus activities	ID Card #2
					2/5
23. Visit to campus by prospective students (large scale--over 50 at one time)	N/A 1 2 3 4 5				6,7
24. Visit to Campus by prospective students (small scale--under 50 at one time)	N/A 1 2 3 4 5				8,9
25. Inspirational conferences on campus open to the public	N/A 1 2 3 4 5				10,11
26. Musical and dramatic presentations on campus open to the public	N/A 1 2 3 4 5				12,13
27. Sporting events on campus	N/A 1 2 3 4 5				14,15
28. Organized visits to campus for prospective donors	N/A 1 2 3 4 5				16,17
29. Visits to campus by trustees	N/A 1 2 3 4 5				18,19

E. Overall Evaluation of Information Flow

30. On the following scale with 1 representing low effectiveness and 10 representing high effectiveness indicate, by circling the appropriate number, the overall effectiveness of the environmental relations activities at your college.

Low 1 2 3 4 5 6 7 8 9 10 High

20

SECTION III. Awareness Scale (Briercrest)

Instructions: Following is a list of items that represent various activities or programs initiated by your college. Circle the appropriate answer indicating whether (1) I have no knowledge of the item, (2) I have heard of the item but have little understanding of what it represents, (3) I have heard of the item and have some understanding of what it represents, or (4) I have heard of the item and can clearly explain what it represents.

	I have no knowledge of the item	I have heard of the item but have little understanding of what it represents	I have heard of the item and have some understanding of what it represents	I have heard of the item and can clearly explain what it represents	Do not write in this space
1. Optic	1	2	3	4	21
2. Youth Quake	1	2	3	4	22
3. 'PortShorts	1	2	3	4	23
4. LAB	1	2	3	4	24
5. Mini-Quake	1	2	3	4	25
6. Clippers	1	2	3	4	26
7. Spring Conference	1	2	3	4	27
8. Sparrow Gardens	1	2	3	4	28
9. Operation Vision	1	2	3	4	29
10. Morning Meditation	1	2	3	4	30

(over)

	I have no knowledge of the item	I have heard of the item but have little understanding of what it represents	I have heard of the item and have some understanding of what it represents	I have heard of the item and can clearly explain what it represents	Do not write in this space
11. A.A.B.C.	1	2	3	4	31
12. Four Year Honours Program	1	2	3	4	32
13. Echo	1	2	3	4	33
14. Joyful Song	1	2	3	4	34
15. Whittaker Hall	1	2	3	4	35

THANK YOU FOR YOUR CO-OPERATION

SECTION III. Awareness Scale (Western)

Instructions: Following is a list of items that represent various activities or programs initiated by your college. Circle the appropriate answer indicating whether (1) I have no knowledge of the item, (2) I have heard of the item but have little understanding of what it represents, (3) I have heard of the item and have some understanding of what it represents, or (4) I have heard of the item and can clearly explain what it represents.

	I have no knowledge of the item	I have heard of the item but have little understanding of what it represents	I have heard of the item and have some understanding of what it represents	I have heard of the item and can clearly explain what it represents	Do not write in this space
1. The Call	1	2	3	4	21
2. Tape A Month	1	2	3	4	22
3. Campus News	1	2	3	4	23
4. Western Park	1	2	3	4	24
5. Open House	1	2	3	4	25
6. Aquila and Priscilla Fund	1	2	3	4	26
7. Multi-Purpose Auditorium	1	2	3	4	27
8. Faith Faculty Fund	1	2	3	4	28
9. Campus Day	1	2	3	4	29
10. Core 78	1	2	3	4	30

(over)

	I have no knowledge of the item	I have heard of the item but have little understanding of what it represents	I have heard of the item and have some understanding of what it represents	I have heard of the item and can clearly explain what it represents	Do not write in this space
11. Stage Band	1	2	3	4	31
12. P.S. Jones Memorial Chapel	1	2	3	4	32
13. W.M.C. Penny Drive	1	2	3	4	33
14. Harmonaires	1	2	3	4	34
15. William J. Friesen FourPlex	1	2	3	4	35

THANK YOU FOR YOUR CO-OPERATION

SECTION III. Awareness Scale (Concordia)

Instructions: Following is a list of items that represent various activities or programs initiated by your college. Circle the appropriate answer indicating whether (1) I have no knowledge of the item, (2) I have heard of the item but have little understanding of what it represents, (3) I have heard of the item and have some understanding of what it represents, or (4) I have heard of the item and can clearly explain what it represents.

	I have no knowledge of the item	I have heard of the item but have little understanding of what it represents	I have heard of the item and have some understanding of what it represents	I have heard of the item and can clearly explain what it represents	Do not write in this space
1. Aurora Borealis	1	2	3	4	21
2. ABCDISTRICTNEWS	1	2	3	4	22
3. Operation Phoenix	1	2	3	4	23
4. Corona Borealis	1	2	3	4	24
5. SonShine	1	2	3	4	25
6. Board of Control	1	2	3	4	26
7. University Affiliated	1	2	3	4	27
8. Phoenix Force	1	2	3	4	28
9. Toilet Bowl	1	2	3	4	29
10. Xi-Logo	1	2	3	4	30

(over)

	I have no knowledge of the item	I have heard of the item but have little understanding of what it represents	I have heard of the item and have some understanding of what it represents	I have heard of the item and can clearly explain what it represents	Do not write in this space
11. Old Aurora Borealis	1	2	3	4	31
12. Schwermann Hall	1	2	3	4	32
13. Fire Emergency Fund	1	2	3	4	33
14. Happy Together	1	2	3	4	34
15. Board of Regents	1	2	3	4	35

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C

CORRESPONDENCE

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

September 4, 1978

Dr. David Rambo
President
Canadian Bible College
4400 Fourth Avenue
Regina, Saskatchewan S4T OH8

Dear Dr. Rambo,

Greetings from Spruce Grove.

I want to express my sincere appreciation for the warm hospitality I received from all of your staff and faculty last week during my visit to the C.B.C. campus. Those that I interviewed were supportative and candid in their remarks. Mr. Bob Rose was especially helpful in the midst of pressing concerns regarding school opening. Informal discussion with various ones was also stimulating.

I trust that my pilot study will provide some information that will be of value to the college. Any findings will be sent to the college as soon as available.

Again thank you.

Sincerely yours,

Carl E. Weinhauer

Carlin E. Weinhauer
Doctoral Candidate

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

Dear Administrator or Faculty Member,

I am a doctoral student at the University of Alberta and I am presently engaged in dissertaion research. For the past nine years I have worked in a church-related college and I propose to use the dissertation research as an opportunity to learn more about college activities. In particular, my study centres upon the environmental relations activities of church-related colleges.

The administration at the Canadian Bible College has agreed to assist me in the development of my study. As a part of a larger study (involving three other church-related colleges), it is necessary to pilot test for clarity the Environmental Relations Effectiveness and Awareness Survey. This survey is designed to provide a profile of the perceptions of various groups associated with a church-related college regarding the environmental relations efforts of that college. You have been selected to participate in this part of the study.

Please complete the Survey, and indicate any questions that are ambiguous or difficult to answer as stated. Your responses are regarded as confidential and will not be released in any way that will allow them to be identified with you.

Please return the completed Survey to Mr. Bob Rose in the next few days. Your prompt attention to this request will be appreciated and will greatly facilitate the completion of my study.

Thank you for your co-operation.

Sincerely,

Carlin E. Weinhauer
Doctoral Candidate

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

Sept. 6, 1978

Dear Friends of the Canadian Bible College,

I am a doctoral student at the University of Alberta and I am presently engaged in dissertation research. For the past nine years I have worked in a church-related college and I propose to use the dissertation research as an opportunity to learn more about college activities. In particular, my study centres upon the environmental relations activities of church-related colleges.

The administration at the Canadian Bible College has agreed to assist me in the development of my study. As a part of a larger study (involving three other church-related colleges), it is necessary to pilot test for clarity the Environmental Relations Effectiveness and Awareness Survey. This survey is designed to provide a profile of the perceptions of various groups associated with a church-related college regarding the environmental relations efforts of that college. You have been selected to participate in this part of the study.

Please complete the survey, and indicate any questions that are ambiguous or difficult to answer as stated. Your responses are regarded as confidential and will not be released in any way that will allow them to be identified with you.

In the next few days please return the completed survey in the envelope provided. Your prompt reply will be appreciated and will greatly facilitate the completion of my study.

Thank you for your cooperation.

Sincerely,

Carlin E. Weinhauer
Doctoral Candidate

Encl:

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

August 31, 1978

Mr. Henry Budd
President
Briercrest Bible Institute
Caronport, Saskatchewan S0H 0S0

Dear Mr. Budd,

As a follow-up to our recent informal discussion regarding my doctoral dissertation research at the University of Alberta I hereby request permission to examine the environmental relations activities at your college.

My investigation will include: 1) interviews with the president and two other administrators involved in environmental relations activities, 2) distribution of a questionnarie to your administrative staff and faculty, and 3) the mailing of a questionnaire to various publics interested in you college.

I will appreciate your early reply to this request and will supply additional details concerning the study as needed.

Sincerely,

Carlin E. Weinhauer
Doctoral Candidate

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

BRIERCREST BIBLE INSTITUTE
CARONPORT, SASKATCHEWAN, CANADA S0H 0S0
306/756-2321

Office of the President

September 5, 1978

Mr. Carlin E. Weinhauer
Centre for the Study of
Postsecondary Education
Faculty of Education
The University of Alberta
7-133B, Education North
Edmonton, AB T6G 2G5

Dear Mr. Weinhauer:

In reference to your letter of August 31, 1978, we are pleased to have you conduct your research for your dissertation project on the campus of the Briercrest Bible Institute. We will make every effort to arrange the interviews that will be necessary for the research. Please keep us informed in regard to the necessary details as the project proceeds.

I am personally looking forward to working with you in this study, and we will be very interested in the results of your research.

Cordially yours,

Henry H. Budd,
President

HHB/dr

BRIERCREST BIBLE INSTITUTE
CARONPORT, SASKATCHEWAN, CANADA S0H 0S0
306/756-2321

"THE WORD OF OUR GOD SHALL STAND FOREVER"

October 11, 1978

Dear Friends of Briercrest:

As you may know Carlin Weinhauer has been on our Faculty for nine years and is now a doctoral student at the University of Alberta. He is presently engaged in dissertation research involving the public relations activities of church-related colleges.

Briercrest has been selected as one of the colleges Carlin will study and since his findings will be most useful for us here at the school, I want to encourage you to complete the enclosed survey. Your responses are regarded as confidential and will not be released in any way that will allow them to be identified with you.

In the next day or two, please return the completed survey in the envelope provided. In view of a possible mail strike your immediate reply will be appreciated and will greatly facilitate Carlin's study.

Thank you for your continuing co-operation.

Cordially yours,

Henry H. Budd

Henry H. Budd
President

HHB/dlt

BRIERCREST BIBLE INSTITUTE
CARONPORT, SASKATCHEWAN, CANADA S0H 0S0
306/756-2321

Greetings again from Briercrest:

A few days ago you should have received a questionnaire regarding the public relations activities at Briercrest. Several of these have been returned but since they are anonymous Mr. Weinhauer has no way of knowing who has returned their survey and who has not. Therefore, if you have filled in the questionnaire and returned it, thank you very much. If not, please take a few minutes today to complete it and return the survey in the envelope provided.

Your participation in this study will provide useful information for us here at the Institute and will also help Carlin to complete his studies at the University of Alberta.

Thank you for your continuing support of Briercrest.

Cordially yours,

Henry H. Budd
President

HHB/dlt

"THE WORD OF OUR GOD SHALL STAND FOREVER"

BRIERCREST BIBLE INSTITUTE
CARONPORT, SASKATCHEWAN, CANADA S0H 0S0
306/756-2321

"THE WORD OF OUR GOD SHALL STAND FOREVER"

Dear Friend of Briercrest:

The return response of the public relations survey you received sometime ago has been encouraging. If you have filled in the survey and returned it to Mr. Weinhauer, I want to thank you very much. However, just in case you have overlooked returning the questionnaire, please do so today.

In order to have as accurate a picture as possible of our public relations efforts here at the college, it is important that a large percentage of those who received the questionnaire participate in the study.

Again, thank you for your whole-hearted support of Briercrest.

Cordially yours,

Henry H. Budd
President

HHB/dlt

Due to the postal strike and delay in mail service, if you have not already done so, it is urgent that you complete and return the questionnaire to Mr. Weinhauer today. Thank you.

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

September 18, 1978

Dr. L.T. Holdcroft
President
Western Pentecostal Bible College
Box 1000
Clayburn, B.C. V0X 1E0

Dear Dr. Holdcroft,

As a follow-up to our recent informal discussion regarding my doctoral dissertation research at the University of Alberta I hereby request permission to examine the environmental relations activities at your college.

My investigation will include: 1) interviews with the president and two other administrators involved in environmental relations activities, 2) distribution of a questionnaire to your faculty and administrative staff, and 3) the mailing of a questionnaire to various publics interested in your college.

I will appreciate your early reply to this request and will supply additional details concerning the study as needed.

Sincerely,

Carlin E. Weinhauer
Doctoral Candidate

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

WESTERN PENTECOSTAL BIBLE COLLEGE

September 22, 1978

Mr. Carlin E. Weinhauer,
Centre for the Study of Postsecondary Education,
Faculty of Education,
University of Alberta,
Edmonton, Alberta.

Dear Mr. Weinhauer:

Please be advised that our Faculty Council has agreed to approve your visit to campus to gather data for your doctoral dissertation.

This approval includes having access to our mailing list according to your needs.

In return, it is understood that we are to share the findings of your study.

Cordially yours,

L T Holdcroft

(Dr.) L.T. Holdcroft, President

Box 1000, Clayburn, B.C. V0X 1E0 (604) 853-7491 Affiliated with The Pentecostal Assemblies of Canada

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

October 4, 1978

Dr. L.T. Holdcroft, President
Western Pentecostal Bible College
Box 1000
Clayburn, B.C. V0X 1E0

Dear Dr. Holdcroft,

Thank you for sending along the signed letters I requested by phone. The envelopes have not arrived but trust they will in a day or so.

Enclosed you will find sufficient copies of the Environmental Relations Effectiveness and Awareness Survey to be completed by your faculty members (part-time and full-time). If a person spends more than 50% of his time with teaching responsibilities he/she should receive the yellow one. If a person spends more than 50% of his time with administrative duties he/she should fill out the gold one. The colour distribution is not as crucial as making sure that all of your teaching and administrative personnel fill one out, including yourself, Dr. Lim, and Clayton whom I interviewed while on campus.

I will appreciate receiving the completed surveys as soon as practicable. It may facilitate a high percentage of returns if you were to distribute them at a regular faculty meeting and have them filled out before dismissal. The survey should not take more than twenty (20) minutes to complete. Please also indicate the total number distributed. I need to know, for my analysis, the total number of faculty (part-time and full-time) and administrators (part-time and full-time) to determine the % of returns we receive from them. One hundred percent of your people (faculty and administrators) should receive the surveys and as many as possible return them to you. I trust this is clear.

I so much appreciate your co-operation in this venture and trust all is well at the college. My return address is:

Carlin E. Weinhauer
Dept. of Educational Administration
University of Alberta
Edmonton, Alberta T6G 2G5

Thank you.

Sincerely,

Carlin E. Weinhauer
Doctoral Candidate

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

WESTERN PENTECOSTAL BIBLE COLLEGE

Dear Friend of Western,

Carlin Weinhauer is a Christian brother and a student at the University of Alberta engaged in educational research. His present study involves the public relations activities of church-related colleges.

Western has been selected as one of the colleges Mr. Weinhauer will study and since his findings can be most useful for us here at the college I want to encourage you to complete the enclosed survey. Your responses are regarded as confidential and will not be released in any way that will allow them to be identified with you.

In the next day or two please return the completed survey in the envelope provided. Your prompt reply will be appreciated and will greatly assist Carlin in the completion of his study.

Thank you for your continuing cooperation.

Cordially yours in Christ,

L. T. Holdcroft

L.T. Holdcroft
President

Box 1000, Clayburn, B.C. V0X 1E0 (604) 853-7491 Affiliated with The Pentecostal Assemblies of Canada

WESTERN PENTECOSTAL BIBLE COLLEGE

Christian greetings from Western,

A few days ago you should have received a questionnaire in the mail regarding the public relations activities at Western. Several of these have been returned but since they are anonymous Mr. Weinhauer has no way of knowing who has returned their survey and who has not. Therefore, if you have filled in the questionnaire and returned it, thank you very much. If not, please take a few minutes today to complete it and return the survey in the envelope provided.

Your participation in this study will provide useful information for our college's continuing development as a place for "training Christian leaders for tomorrow's world."

Cordially yours in Christ,

L. T. Holdcroft

L.T. Holdcroft
President

Box 1000, Clayburn, B.C. V0X 1E0 (604) 853-7491 Affiliated with The Pentecostal Assemblies of Canada

WESTERN PENTECOSTAL BIBLE COLLEGE

Dear Friend of Western,

The return response of the public relations survey you received sometime ago has been encouraging. If you have filled in the survey and returned it to Mr. Weinhauer, I want to thank you very much. However, just in case you have over looked returning the questionnaire please do so today.

In order to have as accurate a picture as possible of our public relations efforts here at the college, it is important that a large percentage of those who received the questionnaire participate in the study.

Again thank you for your whole-hearted support of Western.

Cordially yours in Christ,

L. T. Holdcroft

L.T. Holdcroft
President

Due to the postal strike and delay in mail service, if you have not already done so, it is urgent that you complete and return the questionnaire to Mr. Weinhauer today. Thank you.

Box 1000, Clayburn, B.C. V0X 1E0 (604) 853-7491 Affiliated with The Pentecostal Assemblies of Canada

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

September 4, 1978

Dr. Roth
President
Concordia College
7128 Ada Blvd.
Edmonton, Alberta

Dear Dr. Roth,

As a follow-up to our recent informal discussion regarding my doctoral dissertation research at the University of Alberta I hereby request permission to examine the environmental relations activities at your college.

My investigation will include: 1) interviews with the president and two other administrators involved in environmental relations activities, 2) distribution of a questionnaire to your faculty and administrative staff, and 3) the mailing of a questionnaire to various publics interested in your college.

I will appreciate your early reply to this request and will supply additional details concerning the study as needed.

Sincerely,

Carlin E. Weinhauer
Doctoral Candidate

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

CONCORDIA COLLEGE

the context is christian-the purpose is people

September 8, 1978

Carlin E. Weinhauer
Doctoral Candidate
Centre for the Study of
Postsecondary Education
Faculty of Education
University of Alberta
EDMONTON, Alberta, T6G 2G5

Dear Mr. Weinhauer,

In response to your letter of September 4, permission is granted for you to examine the environmental relations activities at Concordia College. We look forward to the interviews which you anticipate carrying out, as well as your research with people of the campus community.

I wish you the best in your study.

Cordially,

Alfred R. Roth
President

7128 Ada Boulevard, Edmonton, Alberta T5B 4E4 phone 403/479-8481

CENTRE FOR THE STUDY
OF POSTSECONDARY EDUCATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

October 6, 1978

Dr. Alfred R. Roth
President
Concordia College
7128 Ada Boulevard
EDMONTON, Alberta
T5B 4E4

Dear Dr. Roth,

Enclosed in the envelope attached you will find several questionnaires. I will appreciate your help in distributing these or having someone distribute them as soon as practicable. The light yellow ones are to go to full-time and part-time faculty. The gold ones should be given to anyone who spends 50% or more of his time in administration. Some faculty members may also be administrators and if they spend more then 50% of their time in administration they should receive the gold one. I have also enclosed a blue one for you to fill out. Again, the individual responses will be treated in such a way that they remain anonymous.

It may facilitate a good return if the questionnaires were distributed at a faculty meeting and completed before dismissal. It should take no longer than 15 minutes to complete. I will need to know for my records and analysis how many were distributed. I will call in ten days to see how the distribution and collection is proceeding.

Again, thank you for your wholehearted support of my research.

Sincerely yours,

Carlin E. Weinhauer
Doctoral Candidate

encl.

7-133B, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-2217

CONCORDIA COLLEGE

the context is christian-the purpose is people

Dear Friends of Concordia,

Carlin Weinhauer is a doctoral student at the University of Alberta and is presently engaged in dissertation research. His study centres upon the environmental relations activities of church-related colleges.

Concordia has been selected as one of the colleges Mr. Weinhauer will study and since his findings will be most useful for us here at the college I want to encourage you to complete the enclosed survey. Your responses are regarded as confidential and will not be released in any way that will allow them to be identified with you.

In the next day or two please return the completed survey in the envelope provided. Your prompt reply will be appreciated and will greatly facilitate the completion of Carlin's study.

Thank you for your continuing co-operation.

Alfred R. Roth
President

Enclosure

7128 Ada Boulevard, Edmonton, Alberta T5B 4E4 phone 403/479-8481

CONCORDIA COLLEGE

the context is christian-the purpose is people

Greetings again from Concordia,

A few days ago you should have received a questionnaire regarding the environmental relations activities of our college. Several of these have already been returned. If you have completed and returned the survey I want to thank you very much.

Since the surveys are returned anonymously, I have no way of knowing who has or has not forwarded the questionnaire to Mr. Weinhauer. If you have overlooked the questionnaire please take a few minutes today to complete the questionnaire and send it to Mr. Weinhauer in the envelope provided.

Thank you for your continuing support of Concordia.

Alfred R. Roth

Alfred R. Roth
President

7128 Ada Boulevard, Edmonton, Alberta T5B 4E4 phone 403/479-8481

CONCORDIA COLLEGE

the context is christian·the purpose is people

Dear Friend of Concordia,

Many have responded to the Concordia environmental relations questionnaire mailed to various ones in our constituency a couple of weeks ago. Thank you if you have already completed and returned the questionnaire.

To provide the most useful information for our college it is important that a high percentage of the questionnaires are filled in and returned to Mr. Weinhauer. Therefore, if you have not already submitted the completed survey please complete it today and return in the envelope provided.

In this way you will make yet another contribution to the development and continued growth of Concordia.

Your co-operation is always appreciated.

Alfred R. Roth
President

Due to the postal strike and delay in mail service, if you have not already done so, it is urgent that you complete and return the questionnaire to Mr. Weinhauer today. Thank you.

7128 Ada Boulevard, Edmonton, Alberta T5B 4E4 phone 403/479-8481

CONCORDIA COLLEGE

the context is christian-the purpose is people

November 22, 1978

Dear Concordia Alumnus,

Several weeks ago you should have received a questionnaire developed by Carlin Weinhauer, a Ph.D. student at the University of Alberta. The questionnaire involves a study regarding Concordia's environmental relations activities. I feel this is a most useful research project and will provide us here at the college with valuable information.

The study also involves two other church-related colleges. At the present time the number of Concordia's alumni that have completed and returned the questionnaire is about one-half of the return by the alumni at the other two colleges.

The mail strike may have prevented a proper distribution and return of the Environmental Relations Survey, consequently I am enclosing another copy of the survey and urgently request your participation in this important study. If you have already completed and returned the questionnaire, please do not complete or return this second questionnaire. However, if you have not participated in this study so far please complete the questionnaire provided and return it today. This will be most helpful and appreciated.

I also want to wish you and yours a most joyous holiday season.

Cordially,

Alfred R. Roth

Alfred R. Roth
President

Enclosure

7128 Ada Boulevard, Edmonton, Alberta T5B 4E4 phone 403/479-8481